Carl D. Perkins Act of 2006 Postsecondary Manual

Version 4.1
April 2013

Career & Technical Education

Highly Effective Schools
1535 W. Jefferson St., Bin 42
Phoenix, AZ 85007
602-364-2211

This Postsecondary Perkins IV Manual is also available on the Arizona Department of Education website: www.azed.gov/career-technical-education/cte-postsecondary/

For additional information contact:

Lead Grants Program Specialist
Arizona Department of Education
Career and Technical Education Section
1535 W Jefferson St, Bin #60
Phoenix, AZ 85007
602-364-2211

DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0	November 2008	Version 1.0 or subsequent updates (i.e. 1.1, 1.2, etc) of this file specification is used to build files for SY2008-2009
1.1	January 2009	Version 1.1 reflects minor changes in Section 4: updated timeframe charts and language and Section 5: addition of instructions and screen shots
2.0	April 2009	Version 2.0 April 2009 reflects Revisions in Section 4; Section 5 narrative and screen shots inserted/updated; add Appendix F
2.1	May 2009	Version 2.1 May 2009 incorporates changes suggested during discussions at the AZAIR Conference, April 2-3, 2009; clarity of wording in Section 4 charts, rules and definitions; some added FAQ's
3.0	April 2010	Updates based on changes and edits developed in cooperation with the Postsecondary Manual Revision Team
3.1	April 2011	Updates for clarification, identified corrections and additional resources in cooperation with the Postsecondary Manual Review Team
4.0	March 2012	Updates for clarification, corrections, additional resources, revised OPA Forms and reorganization of some information in cooperation with the Postsecondary Manual Review Team.
4.1	April 2013	Updates reflect changes to federal Perkins grant requirements, Programs of Study, improvement plans and other minor updates

Acknowledgements

The Arizona Department of Education, Career and Technical Education Section, acknowledges the following participants for providing valuable time and effort in the creation of this document:

Table of Contents

1.0 PURPOSE

This document contains information and instructions regarding funding, program approval and reporting criteria and processes for submitting accountability information for the Carl Perkins Act of 2006 (Perkins IV) specific to community college participation within the State of Arizona. This document is used in coordination with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (CPIV), the Arizona State Carl Perkins IV 5-year Plan and the ADE Student Accountability Information System (SAIS).

2.0 PROGRAM APPROVAL

This section provides information and guidelines for completing the program approval forms and submission process.

1. Each community college is required to submit to the Arizona Department of Education, a local plan in order to receive funds.

   "Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other education training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122" (Perkins, Sec 134(a)).

2. Each community college district wishing to initiate new funding, or continue existing funding, must annually submit an Occupational Program Application (OPA) for each district program. The OPA must follow the format provided in the attached guidelines.

3. The following criteria will be used to determine whether a postsecondary program can receive Perkins funding:
   a. The community college can provide justification and documentation that the program leads to employment in a high-skill or high-wage or high-demand occupation, AND
   b. The postsecondary program can be reasonably aligned with one of the programs on the ADE CTE program list based on the first 4 digits of the CIP code.

4. Initial Federal Perkins Grant application must be submitted 30 days prior to the beginning of the fiscal year. For programs to be considered for funding approval, the following documentation must be submitted to the Career and Technical Education Section:

Document	Submission Method
Occupational Program Application (OPA) [Excel workbook]	Download on Grants Management website
Online Grant Application	ADE Grants Management website
Job Descriptions	Email
Program Course Listing	Email

5. Submit an electronic copy of the Online Grant Application to the Grants Management Unit at www.azed.gov/grants-management/.

6. Download the Occupational Program Application (OPA) Excel Workbook and submit electronically as an attachment to the Lead Grants Program Specialist.

7. Send an original signed copy of the Occupational Program Application certification page to:

Lead Grants Program Specialist
Arizona Department of Education
Career and Technical Education Section
1535 W Jefferson St, Bin #42
Phoenix, AZ 85007
jeanne.roberts@azed.gov
602-364-2211

8. Upon receipt of all documentation, ADE will conduct a review to determine if information is complete and accurate. ADE will notify the Perkins Administrator for the community college district if any modifications are required. Once the application has received approval, ADE will notify the district Perkins Administrator.

9. Grant applications can receive "Substantial" or "Final" approval status:
   Substantial approval indicates that the major components of the program and grant applications are 80-99% complete and further follow-up is needed. Substantial approval may be awarded if the following components of the program and grant applications are complete:
   1. OPA page with Program Contact, Program or Service to be funded and Certification for each college signed in blue ink by the official district GSA signer and submitted to ADE
   2. Program Rationale written and Strategies for reducing barriers to special populations identified
   3. All Program Information pages completed
   4. Objectives written for all measures of each program to be funded. (See information below regarding the Occupational Program Application (OPA))

   Final approval indicates all program and grant application components are 100% complete and have been approved.

2.1 Occupational Program Application (OPA)

This section provides assistance to community colleges in completing the Occupational Program Application (OPA) forms. The OPA is to be completed and submitted concurrently with the CTE Federal Perkins Grant/Federal grant application. The OPA has been revised as an addition to the Federal Perkins Grant Application. Download and submit it as an attachment to the Lead Grants Program Specialist.

The OPA consists of five forms that cover:
1. Program information
2. Program rationale
3. District/program strategies for special populations and nontraditional students
4. Program assessment, advisory board, and articulation information
5. Program objectives and budget
6. District budget summary

All forms are accessed in one Excel Workbook and have been designed to support ease of data entry. Data from one form will automatically populate fields in other forms. If you experience problems filling out the form, please contact Jeanne Roberts at Jeanne.roberts@azed.gov or 602-364-2211.

2.1.1 Program Contact, Program Information and Certification

Program Contact
Contact information for institution and Perkins Administrator

Program Information
General information for programs to be funded

Certification
Signature of ADE approved district GSA signer and program administrator responsible for Perkins grant

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION

Occupational Program Application

SCHOOL YEAR

Program Contact	

Fiscal Agent: _____ CTDS: _____

Perkins Administrator Information

Last Name: _____ First Name: _____

Street: _____ City: _____ State: _____ Zip Code: _____

E-mail: _____ Phone: _____ Fax: _____

Complete all information for programs that are requesting Perkins funding. (Add additional lines if needed)

Location	Program or Service Name	Program CIP	Secondary CIP	Approval Date	Highest Award	Assessment	Articulation	Credits

THE FOLLOWING COMMUNITY COLLEGE DISTRICT OFFICIALS AND STAFF HEREBY CERTIFY that the information provided in this application is true and correct to the best of our knowledge, information, and belief, and that the required assurances have been given. All approved programs, services, and activities will be conducted in accordance with state and federal laws, rules and regulations and in accordance with Arizona Department of Education policies and program standards.

Name and Title of GSA Signer / Fiscal Agent Administrator (Typed)

Signature of GSA Signer / Fiscal Agent Administrator (Blue Ink Only)   Date Signed (Month/Day/Year)

Name of Administrator for Project (Perkins Administrator) Typed

Signature of Administrator for Project (Perkins Administrator) Blue Ink Only   Date Signed (Month/Day/Year)

2.1.1.1 Field Definitions for Program Contact, Program Information and Certification

Field	Comments
PROGRAM CONTACT	
Fiscal Agent	Name of the fiscal agent for the community college district
GSA Signer	ADE approved General Statement of Assurances (GSA) district signer
CTD	6-digit number assigned to each college district
CTDS	9-digit number assigned to each college
Last Name	Perkins Administrator's last name The Perkins Administrator Coordinator should represent the primary contact for the Perkins project
First Name	Perkins Administrator Coordinator's first name
Street	Fiscal agent/GSA signer's street address
City	Fiscal agent's city
State	Fiscal agent's state
Zip	Fiscal agent's zip code
Email Address	Perkins Administrator's email address
Telephone Number	Perkins Administrator's phone number Type the 10 digit telephone number without "( )" or "-"
Fax Number	Perkins Administrator's fax number Type the 10 digit telephone number without "( )" or "-"

2.1.1.1 Field Definitions for Program Contact, Program Information and Certification

Field	Comments
PROGRAM INFORMATION	

Location	The location and site at which programs or services will be offered
	
	District Office — District office specific funding
	District-wide — District-wide services funding
	AWC — Arizona Western College
	CAC — Central Arizona College
	CC — Cochise College
	CCC — Coconino Community College
	EAC — Eastern Arizona College
	MCCD — Maricopa Community College District
	    CGCC — Chandler-Gilbert
	    EMCC — Estrella Mountain
	    GCC — Glendale
	    GWCC — Gateway
	    MSC — Maricopa Skills Center
	    MCC — Mesa
	    PVCC — Paradise Valley
	    PC — Phoenix
	    RSC — Rio Salado
	    SCC — Scottsdale
	    SMCC — South Mountain
	    SWSC — Southwest Skills Center
	MCC — Mohave Community College
	NPC — Northland Pioneer College
	PCC — Pima Community College
	YC — Yavapai College

Program or Service Name	The name of the occupational program or district-wide service for which Perkins funds will be used. See glossary "Program" and "Service"
Program Classification of Instructional Program (CIP code)	The community college's program CIP number. The CIP number should reflect the appropriate 4 or 6 digit CIP code. If funding multiple programs within one department area, use the 4-digit CIP code. If funding is for a specific program, and no others within the department, use the 6-digit CIP code
Postsecondary & Secondary CIP	The CIP code from the ADE Approved CTE Program list. The Postsecondary Program CIP code is crosswalked to the Secondary CIP. (See Appendices G & H)
Approval Date	The last date that the program went through an approval process within the community college system. This date may represent a curriculum review, program review, catalog approval or accreditation/licensing review. Each college will determine what approval criteria will be used for the programs Date format (MM/DD/YY)

2.1.1.1 Field Definitions for Program Contact, Program Information and Certification

Field	Comments
Highest Award	Select the highest certificate or degree to be earned upon the completion of the program that will be funded. If funding multiple programs within one department area, use the highest award available for the department. If funding a specific program, and no others within the department, use the appropriate award designation AA Associate of Arts AAEE Associate of Arts – Elementary Education AAS Associate of Applied Science ABUS Associate of Business AGS Associate of General Studies AS Associate of Science AGEC Arizona General Education Curriculum CCL Completion Certificate AC Academic Certificate OT Other Industry certificates or licenses
Assessment	Indicate whether or not the program area to be funded has an assessment Yes A National/State licensure or State approved assessment exists for the program area and results are available No A National/State licensure or State approved assessment does not exist for the program area N/A Used for service or district administration related funding **If a program area cannot identify an assessment for an industry credential or license, the community college program should use the CTE Online Industry Assessment**
Articulation - Secondary	Yes A "for credit" articulation agreement exists for the program area No A "for credit" articulation agreement does not exist for the program area N/A Used for service or district administration related funding Indicate whether or not the program area to be funded has a "for credit" **If a program area does not have a valid "for credit" articulation agreement available, the community college must submit an objective for that program area**
Credits	Enter the total number of credits to be awarded for the completion of this program
CERTIFICATION	
Fiscal Agent/GSA Signer Name	Name of the Fiscal Agent who is the ADE approved Administrator designated as the official GSA signer
Fiscal Agent/GSA Signer Title	Title of the Fiscal Agent who is the ADE approved Administrator designated as the official GSA signer
Perkins Administrator Name	Name of the Administrator for the project (Perkins Administrator)
Perkins Administrator Title	Title of the Administrator for the project (Perkins Coordinator)

2.1.1.2 Frequently Asked Questions (FAQs) for Contact, Program Information and Certification

1. **What is the difference between a program and service?**
    a. A <u>program</u> is an occupational program that consists of a group of courses that leads to an industry recognized credential, a certificate or a degree (See "Program")
    b. A <u>service</u> consists of those activities that support student success or program objectives on a district-wide basis. (See "Services – District", "Services – Student" in glossary)

2. **What criteria should be used to determine if a program can be funded?**
    a. Justification and documentation can be provided to show that the occupational program leads to employment in high skill, high wage or high demand occupations, **and** that the occupational program can be reasonably articulated or related to one of the programs on ADE's program list.
    b. First 4 digits of the postsecondary CIP matches with one of ADE's approved program CIPs.
    c. At least one program on the application must be a nontraditional program. See Nontraditional Program List in Appendix F.

3. **Is it necessary for the local community college to fund a nontraditional program?**
    Yes. Each community college must have at least one nontraditional program on their program application each year. See Appendix F.

4. **What does "Fiscal Agent Administrator" mean?**
    This person is responsible for the district at the fiscal level and will ensure that administration of allocated funds and fiscal assurances will be properly followed. The signature of the administrator who is the official district GSA signer must appear on the program contact, information and certification page of the OPA.

5. **What should be done with this form?**
    The form must be mailed with <u>original signatures in blue ink</u> or emailed with an official blue electronic signature to the Lead Grants Program Specialist at the ADE Career and Technical Education Section:

<div align="center">

Lead Grants Program Specialist
Arizona Department of Education
Career and Technical Education Section
1535 W Jefferson St, Bin #60
Phoenix, AZ 85007
jeanne.roberts@azed.gov

</div>

2.1.2 Program Rationale and Special Populations

Program Rationale Narrative supporting program selection	**Program Rationale**	**Why did you choose the programs indicated?** 1. Provide information regarding occupational and employment projections, community entry-level jobs, and other demographic trends to support the program occupations that will lead to self sufficiency and are high-skill, high-wage, or high-demand.
Special Populations and Nontraditional Narrative supporting strategies for special populations and nontraditional students	**Special Populations**	**Identify the means by which members of non-traditional and special populations are supported and not discriminated against in career and technical education within the district** 1. Indicate specific strategies that are currently being implemented to overcome the barriers which result in lowering rates of access to or lowering success in CTE programs on the part of **special populations**. 2. Indicate specific strategies that are currently being implemented to overcome the barriers which result in lowering rates of access to or lowering success in CTE programs on the part of **non-traditional populations**.

Fiscal Agent: <Enter Name>   CTDS: <Enter CTDS>

2.1.2.1 Field Definitions for Program Rationale and Special Populations

Field	Comments
Program Rationale	Provide district-wide perspective as to why the programs were selected for funding
Special Populations	Provide district-wide perspective for strategies to support special populations within the college district
Nontraditional	Provide district-wide perspective for strategies to support students studying in a program that has been classified as "nontraditional"

2.1.2.2 Frequently Asked Questions (FAQs) for Program Rationale and Special Populations

1. How much information needs to be provided for each area?
   a. The information for each section should provide enough detail to justify the district's decision to support programs and services.
   b. Program rationale should consist of 1-2 paragraphs describing information regarding community related needs, forecasted employment information and other related information to support the request for funding.

2. How can colleges help students who come out of secondary and want to pursue a CTE program, but have a learning disability and/or are academically disadvantaged? Such students often lack the math, writing and/or reading skills to place into college-level academic classes.

> The law clearly states that no remedial classes can be funded, but if students are enrolled in a CTE program, they can be served with tutoring. Those with learning disabilities can no longer be considered academically disadvantaged, but if documentation is provided, they could be considered individuals with a disability.

2.1.3 Assessment, Advisory Board and Articulation

Assessment Information for assessments or licensing **Advisory Board** Specific information about the program advisory board **Articulation** Information about active articulation agreements	

2.1.3.1 Field Definitions for Assessment, Advisory Board and Articulation

Field	Comments
ASSESSMENT	
Name	Name of assessment certificate or license
Type	The type of assessment administered A National or State license or State approved assessment with results
Approving Agency or Industry	Indicate the organization approving the assessment
Receive Results	Indicate whether or not the results are received for the assessment or license No Results are not automatically received by the community college Yes Results are automatically received by the community college
ADVISORY BOARD	
Company or Organization Name	Name of the company or organization representation for the program to be funded
Position	Position or title for advisory board member
ARTICULATION	
Type	Indicate which type of articulation exists for the program to be funded CF Curricular Flow (Tech Prep) CC Concurrent Enrollment DC Dual Credit RC Reverse Credit
Area	Indicate which area a "for credit" articulation agreement exists Academic Occupational Both

2.1.3.2 Frequently Asked Questions (FAQs) for Assessment, Advisory Board and Articulation

1. **Does the State have a goal to increase the use of National industry-validated certificates and credentials?**

   Yes. The State must annually report in the Consolidated Annual Report submitted to the OVAE how progress is being made with implementation of industry-validated certificates/credentials and State licenses.

2. **When does a college submit the assessment results?**

   A one year lag exists between the report year and the cohort exit year. This allows for the assessment period and collection of data. See technical skill attainment in section 4.6.1.

3. **What if information was not obtained to submit assessment results?**

   A specific objective will be required to meet this deficiency if a district does not have technical skill data for the programs that they identified in the grant. Additionally, an Improvement Plan will be required. See Section 5.3.

2.1.4 Program or Service Budget with Objectives Incorporated

Program/Service Budget Form with Objectives

Information showing funding allocations and objectives for each program and service area

	Requirement	Objective(s)	Salaries – Instructional	Salaries – Non-Instructional	Employee – Benefits	Travel	Supplies and Materials	Pur Svcs/ Consult Fees
	Fiscal Agent:							
	Indicate funding for program objectives							
	1.1 Provide Services and Activities 134(b)(2)							
	1.2 Improve Quality of Programs 134(b)(8)							
	2.1 Link Secondary and Postsecondary (Tech Prep) 134(b)(3)(A); 134(b)(11)							
	2.2 Provide Students with academic and occupational skill 134(b)(3)(D); 134(b)(3)(E)							
	2.3 Student involvement opportunities in industry							
Budget	2.4 Ensure instructor and industry partnerships							
	2.5 Encourage and create collaboration with industry partners 134(b)(5)							
	3.1 Strengthen and support academic integration 134(b)(3)(D); 134(b)(3)(E)							
	3.2 Prepare and support special populations 134(b)(8)(B); 134(b)(8)(C); 134(b)(9)							
	4.1 Recruit and retain CTE instructors 134(b)(12)(B)							
	4.2 Improve and sustain professional growth of CTE instructors							
	5 Evaluate CTE program							
	TOTAL							

2.1.4.1 Field Definitions for Program or Service Budget

Field	Comments
Budget Summary Form	
Requirement	Numbering scheme for CPIV program indicators with Perkins Law citations related to Performance Measures
Objective	See Section 2.1.4. Program Budget Form. Perkins funding may only be spent on Performance Measures and Programs of Study. Therefore, objectives with funding line items must address a performance measure or a program of study.
Budget Categories	Listing of budget categories and indexes

2.1.4.2 Frequently Asked Questions (FAQs) for Program and Service Budget

1. **What are the criteria for writing objectives?**
   a. **Objectives must be measurable.** Statements such as "Improve on…", "Provide opportunities to…", "Enhance…", "Increase," are not valid objectives unless the objective indicates a specific measure that can be reported.
   b. **Each program** funded **must** include at least one objective for each requirement indicator.
   c. Every program on district applications must have at least one objective that targets a performance measure. **All** performance measures should be addressed within district applications. Identify the performance measure objective with the appropriate number directly after the objective in parenthesis. Ex: (1P1), (2P1), (3P1), (4P1), (5P1), (5P2), (POS)
   d. Each **service** area funded does **not** need to include an objective for **each** requirement indicator or performance measure. However, identify the performance measures that are addressed with objectives.
   e. Objectives may be duplicated within a single program area. If this is done, please copy and paste rather than refer back to previous objectives.
   f. (1) Program service objectives do not need Perkins funding associated with every objective. However, as a district, (2) Perkins funding must only be spent on programs of study activities and equipment and activities that promote improvement for performance measures.
   g. Do not reference objectives in other places and programs on the application. Copy and paste where appropriate.
   h. Requirement indicators correlate to Federal Perkins Grant application requirements.

2. **Will the State require specific objectives?**
   i. Yes. Based on specific deficiencies that occurred during the prior year, the State will require specific objectives to meet measurable deficiencies as indicated on the Action Plans for Program Improvement. See Section 5.3.
   j. Yes. If a funded program does not have a valid assessment, districts must write an objective to meet this requirement.

3. **Define smart measurable objectives.**
   SMART is an acronym that can be used to help ensure that effective objectives or goals are set and accomplished.
   - **Specific**
     Specific objectives are clear and well-defined about what will be done or accomplished. Expectations are clearly defined. (What will be done?)
   - **Measurable**
     Progress towards objectives often needs to be monitored while work is under way and you must be able to measure the degree of accomplishment for the objectives. Setting dates at interval points, percentages and numbers are ways to measure degree of success. (How will you know or measure what is accomplished?)
   - **Attainable/Achievable**

When writing objectives, it is important to consider what is needed to achieve each objective. Technical skill development, equipment such as computers, tools, manuals, expertise of industry partners, access to academic tutoring, appropriate facilities and infrastructure are a few examples of what may be needed or in place to achieve objectives. Achievable objectives ensure that everything is in place for success. Are the objectives attainable? (What is needed to achieve the objective?)

- **Relevant**

Objectives should also add useful value within the context for which they are being set and be aligned with strategies for realistic higher goals. (How will this objective affect program performance?)

- **Time-bound**

Descriptions of objectives should also include timelines for what is required by when. Giving a timeline adds an appropriate sense of urgency and ensures that the objectives are met within specific time constraints and by a certain date. (What will be accomplished by specific dates?)

Examples:

1. Beginning in fall of 2103, provide courses and training equipment (specific equipment) that meets the standards of the National Wild Land Coordinating Group and the Forestry Division of the State Land Department so that 90% of program students will earn a Wild Land Fire Certificate. (1P1 and 2P1)
2. Healthcare industry partners coordinate clinical experiences for at least 25 students in _____healthcare facilities in _____ County by September 2013. (1P1)
3. Marketing strategies for Accounting courses will target male students during the 2013-14 school year. Male participation will be increased to 20% in the Accounting program. (5P1)
4. During school year 2013-14, stipends will be available for faculty to revise Electronic Technologies course scheduling to allow students to participate in beginning CTE coursework while completing remedial academic work for success in advanced CTE coursework. The revision of course sequence will be in place by September 2013 to allow students to take coursework in area of interest while improving academic performance to facilitate retention of program students. (3P1)

4. **Does this information correlate with the Grants Management Application?**

Yes, the column headings are the same categories found within the Grants Management Application.

5. **There is only one column for "capital" items and the district may have 2 or more indexes. How should this be handled?**

a. The grants management site does not provide the ability to differentiate between different capital indexes. When entering the dollar amount for this category, combine all dollar amounts for different district capital categories and submit a grand total.
b. A capital line item detail must be completed for each item submitted in the total. (See section 3.2.4 – Capital Outlay).
c. For auditing purposes, the district's documentation supporting the different capital indexes may be used for back-up documentation.
d. See Appendix G: USFR 185 – Capital Outlay for further clarifications on capital expenditures.

2.1.5 District Budget Summary

District Budget Summary

Consolidated budgetary information for all programs and services to be funded

Fiscal Agent 0

Goals and Objectives (Must be measurable)

Requirement	Salaries - Instructional	Salaries - Non-Instructional	Employee Benefits	Travel	Supplies and Materials	Pur Svcs/ Consult Fees	Tuition	Printing & Reproduction	Utilities & Communi cation	Other Expenses	Indirect Costs	Capital Outlay Equip	TOTAL
1.1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1.2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2.1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2.2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2.3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2.4	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2.5	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3.1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3.2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4.1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4.2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

2.1.5.1 Field Definitions for District Budget Summary

Field	Comments
District Budget Summary	
Requirement	Numbering scheme for CPIV program indicators
Objective	Pre-populated information from program objectives. See Section 2.1.4. Program Objectives Form
Budget Categories	Summary data that represents funding for all programs and services
TOTAL Column	Requirements 1.1 – 5 are requirements that can have a dollar amount. This represents that the college district has only spent monies for Perkins requirements with Performance Measures or Programs of Study objectives.

2.1.5.2 Frequently Asked Questions (FAQs) for District Budget Summary

1. Does every requirement need to show funding?

No. However, funds may only be spent on requirements with objectives that address Performance Measures or Programs of Study. Every requirement must be addressed with an objective. Perkins legislation requires that funds be spent in certain categories related to improving and supporting programs. Additional information can be found in the Perkins Act of 2006, Sec. 135. Local Use of Funds. (b) Requirements for Uses of Funds.

2. Do Performance Measures and Programs of Study (POS) need to show expenditures?

Every requirement with expenditures must have an objective that either addresses POS or Performance Measures.

3. Does funding need to be spent on Assessment or Articulation?

If the district has written an objective for a program assessment or articulation agreement, funds may be necessary to support the objective. An objective must be written for either item on the program information page that indicates "No". (See Program Contact, Program Information and Certification Form)

Note Refer to Section 5.1 for direction in filling out Mid-Year and Final Narrative Reports.

3.0 FEDERAL PERKINS GRANT APPROVAL

This section provides information for completing the online Grants Management Application and only includes the financial criteria for program and services funding. This section includes submission information, fiscal and program assurances, funding requirements and line item detail. The ADE online grants management website is located at www.azed.gov/grants-management.

3.1 Federal Perkins Grant Access

To access the Grants Management Application, a user must have access to the "Common Logon" at the ADE website. In order to obtain access to the Grants Management Application, **a General Statement of Assurance must be completed for each fiscal year. Only those names that appear on the General Statement of Assurance form have logon access.** Access to the Grants Management Application is valid from July 1 - June 30 of a given fiscal year. **A new General Statement of Assurance is required for each new fiscal year.** The General Statement of Assurance form is found at: www.azed.gov/grants-management/gsa.

Prefix Name	Name	Title	Email	Enterprise Grants Contact

There are two types of access - "submission" and "capture only". "Submission" access allows the user to enter data and submit information to ADE. "Capture only" allows the user to only enter data. If personnel changes occur during a given program year (July 1 – June 30), a new request must be submitted to update the Grants Management access list. Use the following steps to update the list:
1. Go to www.azed.gov/grants-management
2. Select "General Statement of Assurance" under the Reporting/Forms drop-down box
3. Download the "Change Form" (Option 3)
4. Please be sure to:
    a. Have the added person sign (if requesting "Submission" access)
    b. Have one of the existing designees sign (higher position is better)
    c. Make sure signatures are in blue
    d. Send request to Grants Management per instructions on the form

3.1.1 Federal Perkins Grant Submission Process

To meet the requirements of the Carl D. Perkins Career and Technical Education Act of 2006, expenditure of Perkins funds must appropriately support the purpose of the Perkins Act, which is to "....develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs..." [§2]. The Local Application for each eligible recipient must address all of the required assurances and requirements included in this application. All requirements must be addressed through Carl D. Perkins or other funding sources.

- The **Due Date** for the Federal Perkins Grant application in its entirety is June 15.
- All Federal Perkins Grant Applications must have final approval by October 1 to receive funding for the current fiscal year.
- Early submission of applications allows for resolution of issues and facilitates prompt funding.
- Modifications may be required based on performance measures and/or program approval information.
- An addendum to the manual with specific dates will be supplied each year.

Grant Recipient Application Requirements:
Federal Perkins Grant recipients are REQUIRED to submit the following forms: **(NOTE: If any of the dates fall on a Saturday or Sunday, the item is due the following Monday).**

- Occupational Program Application (submit electronically as an addition on the Grants Management System by June 15)
- Online Federal Perkins Grant Application (submit to Grants Management Enterprise (GME) by June 15 for final or substantial approval).
- Mid-Year Narrative Report – March 31
- Final Budget Amendment – June 30
- Final Narrative Report – November 30
- Fiscal Completion Report – December 31

Grant Recipient Data Reporting Requirements:
Federal Perkins Grant Recipients are REQUIRED to submit the following reports/data: **(NOTE: If any of the dates fall on a Saturday or Sunday, the item is due the following Monday).**

- Enrollment Report (Form III for the CAR) including Tech Prep – October 15
- Accountability Report (Form IV for the CAR) – November 15
- Levels of Performance Agreement – March 15
- Final Program Level of Performance Report – March 15
- Action Plan for Program Improvement (if necessary) – March 31

3.1.2 Fiscal Assurances

Within the grant application, you will be required to respond affirmatively to the following fiscal assurances:

1. The recipient assures that the Arizona Department of Education, the legislative auditors, and all other required personnel will be permitted access to the records and financial statements as necessary. The recipient will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title §122(c)(11).

2. The recipient assures compliance with Arizona Department of Education CTE Equipment Guidelines. None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate §122(c)(12).

3. The recipient assures that they are informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Arizona Department of Education according to regulations issued by the Office of Management and Budget Circular A-133. The recipient assures to comply with the requirements issued by the Office of Management and Budget Circular A-21 (postsecondary guidelines) in reference to the cost principles that apply for determining allowable costs.

4. The recipient assures to use program funds only to supplement and not supplant funds from non-Federal sources, and to the extent practical, increase the level of funds that would, in the absence of the Federal funds, be made available from non-Federal sources. Recipient agrees to maintain all books, records and other documents for at least (3) Federal fiscal years (5 years recommended) after the final payment or as described in 34CFR 74.53(b) whichever is longest.

5. The recipient assures obligation of Perkins funds will occur only after the date the application has been designated by ADE as substantially approved; no expenditures may be charged or reimbursed to the grant before date of final approval 34 CFR 76.708 (EDGAR).

6. The recipient assures participation in the Program of Study (POS) consortium activities and assistance in getting at least one program of study established per member site [§135(b)(2)]. Recipients will obligate the necessary expenditures (excluding capital) of their Perkins allocation for POS activities.

3.1.3 Program Assurances

Within the grant application, you will be required to respond affirmatively to the following program assurances:

1. The recipient agrees to administer each program, service, or activity covered in this application in accordance with all applicable statutes and regulations governing the Carl D. Perkins Career and Technical Education Act of 2006 to include:

   a. Strengthening the academic, occupational and technical skills of students
   b. Providing students with strong experience in and understanding of all aspects of an industry, including partnerships/collaborations with local industry representatives
   c. Developing, improving or expanding the use of technology in career and technical education
   d. Providing professional development programs to instructors, counselors, and administrators
   e. Developing and implementing evaluations of career and technical education programs
   f. Initiating, improving, expanding, and modernizing quality career and technical education programs
   g. Providing services and activities that are of sufficient size, scope, and quality to be effective
   h. Linking secondary and postsecondary career and technical education, including Tech Prep initiatives and articulation agreements to include credits §2(4)(A-B)

2. The recipient agrees to be in compliance with Title VI of the Civil Rights Act of 1964, as amended; Title IX Regulations; Section 504 of the Rehabilitation Act of 1973, as amended; Individuals with Disabilities Education Act and any other Federal or State laws, regulations and policies which apply to the operation of the program.

3. The recipient will annually evaluate their Career and Technical Education Program using the State established completion reports to assess progress of all students, including special populations, in meeting Arizona's core indicators of performance §123(b)(1); §134(b)(7); 201(e). The recipient will cooperate and participate with the eligible agency including compliance with timely, complete, accurate, and reliable data collection activities and monitoring, assessment and reporting requirements §122(c)(13) or risk interruption or possible loss of all CTE funding.

4. The recipient assures that equal access for students with disabilities will be accomplished through each college's accommodation policy as required by Title II Americans with Disabilities Act of 1990 (ADA).

5. The recipient has submitted the applicable program plan for State approval in conjunction with this grant application. The recipient has identified in the local plan submitted under section 134, levels of performance for the year(s) covered by the local plan §113(b)(4)(A)(ii).

6. Within this grant period, the recipient has included performance improvement objective(s) for each core indicator deficiency identified as not meeting 90% of the agreed upon State or Local Adjusted Level of Performance, whichever is applicable. These objectives can be found in the approved program plan for this grant year.

3.1.4 Postsecondary Institution Occupation Program List

In this section of the grant application, you are required to list each college and occupational program for which Perkins funds are used. Below is an example of how to complete this section.

Postsecondary Institution Occupational Program List		
1	List all of your occupational program(s) in alphabetical order, by college, which will be assisted with Perkins funds. List the location, Program Title and CIP Code. (See example above)	EXAMPLE: LOCATION: Downtown Campus PROGRAM(S): Automotive Technologies - 47.0604; Fire Science - 43.0200 LOCATION: ABC Campus PROGRAM(S): Automotive Technologies - 47.0604; Respiratory Care - 51.0908

3.1.5 Funding Requirements

Perkins IV legislation identifies specific criteria by which funds must be expended within each program. The following section indicates references to the Perkins legislation and provides further details regarding each of the requirement areas. Each fiscal requirement correlates to the program requirements found in the Occupational Program Application (OPA). For each requirement (1-5), indicate the categories in which funds will be allocated. The categories selected should align with the information provided in the OPA District Budget Summary form. All Perkins expenditures must be related to Performance Measures and Programs of Study.

Requirement 1 – Program Plan:
Offer relevant elements of not less than one career and technical education program of study §135(b)(2); Provide services and activities that are of sufficient size, scope, and quality to be effective §135(b)(8); Initiate, improve, expand, and modernize quality programs including relevant technology §135(b)(7).

REQUIREMENT 1		
1	Check each funding category to be used to provide services and activities to meet the needs of the program	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay
2	Check each funding category to be used to improve the quality of programs during the grant year	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay

Requirement 2 – Education and Industry Partnerships:
Link career and technical education between the secondary and postsecondary levels §135(b)(2) & 203(e); Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences §135(b)(3); Encourage collaboration with technology industries to offer voluntary internships and mentoring programs for students §135(b)(4)(C); Support education and internship programs for instructors to stay current with all aspects of an industry and that provide relevant business experience §135(b)(5)(B,C).

REQUIREMENT 2		
1	Check each funding category to be used to link secondary and postsecondary education opportunities	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay
2	Check each funding category to be used to provide students with academic and occupational skills	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay
3	Check each funding category to be used to provide students with opportunities to become involved within their chosen industry	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay
4	Check each funding category to be used to ensure instructor and industry partnerships	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay
5	Check each funding category to be used to encourage and create collaborations with industry partners	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay

Requirement 3 – Student Success:
Strengthen the academic and career and technical skills of students through the integration of academics with career and technical education programs §135(b)(1); Provide students with the academic and career and technical skills that lead to entry into the technology fields §135(b)(4)(B); Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency §135(b)(9).

REQUIREMENT 3		
1	Check each funding category to be used to strengthen and support academic integration into CTE programs	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay
2	Check each funding category to be used to prepare and support special populations within your CTE programs	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay

Requirement 4 – Faculty Success:
Develop, improve, or expand training of instructors, faculty, and administrators to use technology §135(b)(4)(A); Provide professional development programs for a) in-service and pre-service training on effective teaching strategies, b) education programs for instructors to stay current with all aspects of an industry, c) internship programs that provide relevant business experience; and d) train in the effective use and application of technology to improve instruction §135(b)(5)(A,D).

REQUIREMENT 4		
1	Check each funding category to be used to recruit and retain instructors for CTE programs	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay
2	Check each funding category to be used to improve and sustain professional growth of your CTE instructors	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay

Requirement 5 – Program Evaluation:

Each eligible recipient shall identify in the local plan levels of performance for each of the core indicators §113(4)(a)(2); Annually evaluate the local adjusted levels of performance §123(b)(1); Develop and implement program evaluations of the career and technical education programs, including an assessment of how the needs of special populations are being met §135(b)(6).

The Postsecondary Performance Measures Core Indicators will measure students' progress in:
1. Attainment of challenging Career and Technical skill proficiencies
2. Attainment of industry recognized credential, certificate or degree
3. Retention in postsecondary education or transfer to baccalaureate program
4. Placement in military or apprenticeship, or placement or retention in employment
5. Participation in and completion of Career and Technical Education programs that lead to employment in nontraditional field

REQUIREMENT 5	
1	Check each funding category to be used to evaluate the CTE programs funded with Perkins monies	☐ Salaries - Instructional ☐ Salaries - Non-Instructional ☐ Benefits ☐ Travel ☐ Supplies and Materials ☐ Purchased Services/Consultant Fees ☐ Printing/Reproduction ☐ Utilities/Communications ☐ Other Expenses ☐ Capital Outlay

3.2 Financial Data

This section of the grant application provides information regarding fiscal contact, line item summary, line item description, capital outlay detail, and payment schedule.

3.2.1 Contact Information

PROGRAM ASSURANCES

Instructions
- Please read the following Program Assurances and then click 'I Agree' to continue.
- To return click 'Go Back'

District	Arizona Department of Education		
CTDS	000000000	Entity ID	79275
Application Name	2011- Career & Technical Education Postsecondary Basic Grant		

PROGRAM ASSURANCES

The applicant agency identified above assures the Arizona Department of Education that it will implement appropriate activities in keeping with the intents and purposes of this grant/project and, 34 CFR 76 (EDGAR) or 07 CFR, where appropriate; that it will use the current version of the Uniform System of Financial Records for fiscal control and fund accounting procedures, and that it will maintain appropriate documentation for audit and monitoring purposes.
The applicant agency further assures:

Additional Assurance

Supplanting: Funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, and in no case supplant federal, state, local, or other non-federal funds.

Go Back   I Agree

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3.2.1 Contact Information

3.2.2 Line Item Summary

The dollar amounts indicated on this page should correlate to category totals from the Occupational Program Application Budget Summary Form.

District	Community College		
CTDS	020601000	Entity ID	6657
Application Name	2011 – Career & Technical Education Postsecondary Basic Grant		

LINE ITEMS		
Function Code	**Object Code**	**CTE Basic Grant/Federal**
Expenditure Categories		
Salaries – Instructional	4100	0.00
Salaries – Non-Instructional	4150	0.00
Employee – Benefits	4200	0.00
Travel	4250	0.00
Supplies and Materials	4300	0.00
Purchased Services / Consultant Fees	4400	0.00
Tuition	4500	0.00
Printing and Reproduction	4600	0.00
Utilities and Communications	4700	0.00
Other Expenses	4800	0.00
Subtotal for Expenditure Categories		0.00
Project SubTotal		0.00
Max ADE Restricted Indirect Cost Allowed		0.00
Indirect Cost		
Restricted Indirect Cost Rate 0 %	9999	0.00
Capital Outlay		
Capital Outlay	4900	0.00
Total		0.00

3.2.3 Line Items Description

For purposes of an example, the Line Item Description page will populate only those line items that are actually budgeted by the LEA. Detailed description information is required on this page. Identify which of the expenditures are supporting Programs of Study and place (POS) in front of those expenditures. The Federal Perkins Grant Application is a legal document that is reviewed by many people in different sections at ADE. A comprehensive review cannot be accomplished without these descriptions.

District	Community College		
CTDS	020601000	Entity ID	6657
Application Name	: 2011 – Career & Technical Education Postsecondary Basic Grant		

LINE ITEMS DESCRIPTION			
Function Code	Object Code	Amount	Description
Expenditure Categories			
Salaries – Instructional	4100	0.00	
Salaries – Non-Instructional	4150	0.00	
Employee – Benefits	4200	0.00	
Supplies and Materials	4300	0.00	
Purchased Services / Consultant Fees	4400	0.00	
Capital Outlay			
Capital Outlay	4900	0.00	

*Note: Perkins funds are intended as supplemental funds used to enhance CTE Programs. Classroom furniture, fixtures and equipment that are generic to any classroom and are considered basic to any discipline should be funded by the district. For example, items such as televisions, desks, bookshelves, tables and chairs that are in most classrooms should not be funded by Perkins. Items that are program specific are usually allowable Perkins expenditures.

In the detailed description for all salaries, break out each salary by title with salary & portion of FTE funded by Perkins. For example: Perkins Coordinator - $22,000, .5 FTE
Program of Study Coordinator - $39,000, 1.0 FTE
Nursing Lab Coordinator - $12,000, .25 FTE

In the detailed description for all benefits, break out each benefit total by position title with amount. For example: Perkins Coordinator - $4,000
Program of Study Coordinator - $5,500
Nursing Lab Coordinator - $900

Travel, supplies, materials, purchased services, printing and reproduction must be grouped in descriptive categories, events or lists by program with a total. Do not simply give a line item total. Descriptions must have totals. For example: Professional development for nursing instructors - $3,000
Supplies for EMT program to include tape, gauze, face shields, bandages, etc. - $2,300
AWS consultant fees to upgrade welding program to AWS standards - $850
Autocad software license - $1,400
Printing and reproduction of POS program brochures - $2,000
Fuel reimbursement to single parents or displaced homemaker CTE students - $3,000

3.2.4 Capital Outlay

If the LEA budgets for Capital Outlay, they must fill out the Capital Outlay Page. Detailed description information is required on this form for each capital item to be funded. **See Appendix G: USFR 185 – Capital Outlay for further clarifications on capital expenditures.**

District	Communit̲ ̲ounty		
CTDS	020601000	Entity ID	6657
Application Name	2011 – Career & Technical Education Postsecondary Basic Grant		

Amount allocated in Budget for Capital Outlay
10,000.00

CAPITAL OUTLAY				
Quantity	Cost Per Unit	Description	Purpose	Total
				0.00
				0.00
				0.00
				0.00
				0.00
Grand Total				0.00

3.2.5 Payment Schedule

The total amount budgeted will populate to the "State Funds" field. When completing the application, place the total allocation in the RSP box. Once the application receives final approval, the district submits a payment request. It is recommended that payment requests be made monthly.

District	Community College		
CTDS	020601000	Entity ID	6657
Application Name	2011 - Career & Technical Education Postsecondary Basic Grant		

Grant Name	State Funds	
CTE Basic Grant/Federal	0.00	Federal Project

PAYMENT SCHEDULE	
Month	**CTE Basic Grant/Federal**
July	0.00
August	0.00
September	0.00
October	0.00
November	0.00
December	0.00
January	0.00
February	0.00
March	0.00
April	0.00
May	0.00
June	0.00
July (13)	0.00
August (14)	0.00
September (15)	0.00
RSP	0.00
Total	0.00

RSP = Remaining Scheduled Payment

3.2.6 Editing a Rejected Federal Perkins Grant Application

If the submitted grant application needs revisions, the Lead Grants Program Specialist will reject the application and return it to the community college district. An email will accompany the rejected grant application. Many grant applications require some editing and districts should not be overly alarmed if their grant application is rejected.

To edit the Federal Perkins Grant Application:
- Return to the online application on the Grants Management Enterprise(GME) home page at www.azed.gov/grants-management
- Select year of the Federal Perkins Grant
- Select "Edit Unapproved Application"
- Change or revise any item that has a red **X** by it
  - ✓ Select the red **X** item(s) and review the Grants Program Specialist's comments in red at the top of the page. The comment section will describe the revisions required for approval. Make all changes requested to expedite the application
  - ✓ Contact Jeanne Roberts at 602-364-2211 or Kendra McCaffrey at 602-542-3290 for clarification
- Resubmit the grant application. (GME will not let you submit without making changes to items with a red X.)
- When the grant has received approval, the district will receive an email stating approval and assigning a pending project number. At this time the district may begin actual expenditures.

3.2.7 Amending the Federal Perkins Grant Application

Note: Changes of programs to be funded must be made before Feb. 1.

A grant amendment is required for the following situations:
- Expenditures will exceed a bu dgeted line item by more than 10% or $1000, whichever is greater
- Expenditures are incurred on a line item where there is no budgeted amount
- Changes in the project description or objectives from the original approved application
- Changes in the capital outlay purchases
- To change project end date
- If district requests Local Adjusted Level of Performance (LALP), add objective for changes in the program

Directions for amending the application:
- Select "Amendments" on the GME home page (You need a common logon.)
- Select "Create New Amendment"
- Select items that you wish to revise and make changes. Save the page

Amendment due dates and reminders:
- Amendments must be submitted at least 90 days before project end date
- Do not make any expenditures without Lead Grants Program Specialist or Grants Management Specialist's approval
- Expenditures on the final amendment must match the expenditures listed on the completion report
- Items previously approved cannot be changed or deleted. Save as history for the grant

3.2.8 Frequently Asked Questions (FAQs) For Editing and Amending Federal Perkins Grants

1. **How is the indirect cost rate determined for ADE grants?**
   Each community college negotiates an indirect cost rate with the Federal government. Once the agreement has been received, the college needs to send a copy of the agreement to ADE auditors. Based on the Federal negotiated rate, the college's indirect cost will be approved (up to a maximum of 8%). The college will receive a letter from ADE indicating the approved cost rate for ADE administered grants.

2. **What is the maximum percentage of <u>Perkins</u> grant funds that can be allocated to indirect costs?**
   If an agreement is on file at ADE, the district may allocate up to 5% of all Perkins funds <u>not used for capital</u>.

3. **What percentage of funds can be allocated to administrative costs?**
   Each eligible recipient receiving funds under this part shall not use more than 5% of the funds for administrative costs associated with the administration of activities assisted under this section. (<u>Perkins Act of 2006, Sec. 135, Local Uses of Funds, (d) Administrative Costs</u>).

4. **What are the guidelines for paying new instructor staffing costs with Perkins funds?**
   This response is determined by each individual situation, depending on supplanting. <u>Typically, instructor salaries should not be paid with Perkins funds</u>, because Perkins expenditures must be supplemental. An instructor's position would not be termed supplemental, but rather essential to a course or program. <u>Therefore, colleges may pay a new instructor position with Perkins for the first year only.</u>

5. **May colleges use Perkins dollars to pay for support staff?**
   Support staff (e.g. administrative assistants, instructional aides, counselors, temporary staff, dual enrollment coordinators, and so on) can be paid using Perkins as long as their salary is only being supplemented by the grant and that their duties support the grant. Time and effort sheets will be required. Any salary paid using Perkins funds cannot supplant another funding source used to pay the same position.

6. An existing position works on dual enrollment agreements – specifically for academics and is funded with non-Perkins funds. Due to requirements of Perkins, the CC would like to rewrite the job description to include Perkins required activities. **Would the CC be able to use Perkins funds to pay for this position or is this considered supplanting?**
   As the position has worked only on academic enrollment agreements and not CTE enrollment agreements, this would not be considered supplanting. This is considered a new activity and Perkins funds can be used for the portion of time allocated for CTE purposes.

7. **Is there a time and place when a shift in Perkins funding can occur with employee positions (i.e., re-organization, new job responsibilities, new programs, etc.)?**
   Funding can be shifted when the change occurs. This could occur through the amendment process or with a new program year. Supplanting would only occur if you were paying for a CTE activity with non-Federal dollars and then you shift that activity to Perkins funds.

8. **Can Perkins dollars be used to pay for remodeling costs?**
   Perkins dollars cannot be used to pay for expenses related to real property (i.e., construction related activities or purchase of land).

9. **May Perkins funds be used to pay for classroom space, such as leasing a portable building or renting a separate facility?**
   This is not an allowable expenditure.

10. In the past, colleges have used Perkins funds to support the efforts of initial accreditation including staff to write self-study, accreditation review team, and accreditation fees. **Is it acceptable to fund re-accreditation efforts?**

Yes, Perkins dollars may be used to support accreditation efforts for new or existing occupational programs. Additional information will be necessary before approval of the expenditures.

11. May colleges use Perkins funds for tutoring costs?

Expenses such as paying tutors are allowable to support CTE programs. The student should be enrolled in an approved CTE program and the class is a requirement to complete the program such as a prerequisite in the program of study.

12. May colleges use Perkins monies for student financial assistance (i.e., tuition)?

Financial assistance can be made available to students, but only to those with a proven status as economically disadvantaged. Monetary payments may not be distributed directly to individual students. The expense must support program completion, such as purchasing supplies for the students, and all assistance must be documented for audit purposes. This type of expense should be used sparingly and only for exceptional situations.

13. May colleges use Perkins monies for professional development?

Yes. Allowable expenses for professional development are for ongoing, intensive training focused on deepening content knowledge/skills and/or instructional strategies to more effectively meet college standards and support improvement efforts toward CTE programs. It is recommended that a file be kept with documentation of who went to professional development events using Perkins funds, along with a description of the professional development event connection to the CTE programs on the grant, for audit purposes.

14. May colleges fund professional institutional memberships if they align with their approved CTE goals and objectives?

This is allowable if the membership truly enhances the college's CTE program/programs by means of being aligned with their approved goals and objectives. The membership must be for a position, not a person and may be renewed annually.

15. When submitting an amendment to the Federal Perkins Grant with a request for a new line item, is it necessary to include an objective, measurable outcome and evaluation method to address the new costs?

Yes, if it is not already addressed by a current objective. There must be a specific objective related to a particular Perkins requirement, performance measure or program of study to justify all requests and expenditures for the program(s).

4.0 ANNUAL REPORTING REQUIREMENTS

This section describes the criteria required from each grant recipient for reporting in the Consolidated Annual Report (CAR) to the Federal government. Each year, grant recipients are required to report: 1) participant and concentrator enrollment and 2) Federal Perkins Grant and Tech Prep performance measures. The reports are due to CTE during the fall timeframe in order for CTE to prepare the final submission to OVAE by December 31. See Appendix A – Annual Performance Measures and Due Dates for the reporting calendar. **All screen shots of forms, definitions and guidelines are subject to annual change by OVAE.**

4.1 Participant

A postsecondary/adult student is one who has earned one or more transcripted Carnegie Units/credits in any CTE program area in the reporting year.

4.2 Concentrator

A postsecondary student who was first enrolled at your institution within the last 5 cohort years and:
1. Completes at least 12 transcripted academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. In order to ensure that a student has established an occupational pathway, the student must complete nine (9) technical credits with a given occupational program within a 2 year time frame. (The additional 3 academic or technical credits must be completed within the 5 year timeframe); OR
2. Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree within a 2 year timeframe from entering the institution.

   Note Please see Business Rules for each core indicator to determine which concentrator cohort should be used.

4.3 Program – Unduplicated

Unduplicated reporting is required on Program Enrollment (Form III) and Performance Measures (Form IV) Federal forms. The exception to an unduplicated count is in the Special Populations reporting area, where a student is counted in as many categories into which he/she fits.

1. A student can be counted only once in a program during the reporting year even though he/she may meet the criteria for more than one program.
2. Guidelines for determining the program in which to report a postsecondary concentrator who meets the Basic Cohort requirements for more than one program include:
   - Report the student where he/she represents the minority gender in a postsecondary nontraditional program; OR
   - Report the student based upon the most credits achieved in a postsecondary CTE program; OR
   - Report the student based upon his/her most recent postsecondary CTE program credits achieved; OR
   - Report the student where the college needs to improve enrollment numbers in a program.
3. In situations where none of the above guidelines apply, a student who has completed a secondary CTE program that articulates to a postsecondary CTE program provided by the community college district may be assigned to the appropriate postsecondary CTE program based on his/her secondary CTE program completion.

4.4 Cluster – Unduplicated

A participant can be counted only once in a career cluster during the program year even though he/she may meet the criteria for more than one career cluster. The first step in unduplicated cluster reporting is to determine which postsecondary CTE program(s) are being offered by the community college district. Programs are then assigned to career clusters as determined by the United States Department of Education (US DOE). (See Appendix D for a listing of US DOE OVAE career clusters and their assigned ADE programs.)

1. Guidelines for determining where to report a postsecondary student who meets the basic cohort requirements in more than one career cluster include:
   - Reporting the student where they represent the minority gender in a postsecondary nontraditional program; OR
   - Reporting the student based upon the most credits achieved in a postsecondary CTE program/career cluster; OR
   - Reporting the student based upon his/her latest postsecondary CTE program credits achieved.
2. In situations where none of the above guidelines apply, a student who has followed a secondary CTE program that articulates to postsecondary education may be assigned to an appropriate career cluster based on his/her secondary CTE program completion.

4.5 Consolidated Annual Report Form III (CAR III) – Enrollment

The CAR III form collects information on Career and Technical Education postsecondary program enrollment for students. This information consists of reporting enrollment information within program clusters by gender, ethnicity, special populations and Tech Prep indicators. Each cell on the student accountability forms **must** contain a digit, a "0" zero, "NP" not provided, or "PNO" program not offered.

4.5.1 Form III Participant Enrollment

The Participant Enrollment form indicates the total number of participants. The information provided disaggregates the total by gender, ethnicity and special populations for all participants and Tech Prep identified students.

	POSTSECONDARY CAREER AND TECHNICAL EDUCATION Enrollment of CTE Participants Report ARIZONA PROGRAM YEAR<Enter FY>					
Instructions: 1 Gender and Ethnicity counts are UNDUPLICATED 2 Special Populations counts are DUPLICATED 3 Each cell must contain a numeric value	College/District:	<Enter District Name>				
	Contact Name:	<Enter Perkins Contact Name>				
	Contact Title:	<Enter Perkins Contact Title>				
	Contact Telephone:	<Enter Perkins Contact Telephone>				
	Contact E-mail:	<Enter Perkins Contact Email>				
Line		Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	**GRAND TOTAL**	▓		▓	▓	
2	**Gender**					
3	Male	▓		▓	▓	
4	Female	▓		▓	▓	
5	**RACE/ETHNICITY* (1997 Revised Standards)**					
6	American Indian or Alaska Native	▓		▓	▓	
7	Asian	▓		▓	▓	
8	Black or African American	▓		▓	▓	
9	Hispanic/Latino	▓		▓	▓	
10	Native Hawaiian or Other Pacific Islander	▓		▓	▓	
11	White	▓		▓	▓	
12	Two or More Races	▓		▓	▓	
13	Unknown (Postsecondary Only)	▓		▓	▓	
14	**SPECIAL POPULATION AND OTHER STUDENT CATEGORIES**					
15	Individuals With Disabilities (ADA)	▓		▓	▓	
16	Disability Status (ESEA/IDEA) (Secondary Only)	▓	▓	▓	▓	▓
17	Economically Disadvantaged	▓		▓	▓	
18	Single Parents	▓		▓	▓	
19	Displaced Homemakers	▓		▓	▓	
20	Limited English Proficient	▓		▓	▓	
21	Migrant Status	▓		▓	▓	
22	Nontraditional Enrollees	▓		▓	▓	
*See Glossary in Postsecondary Manual						
Additional Information:						

*Based on the 1997 Federal Race/Ethnicity regulations, ADE anticipates rows 5 – 14 of the OVAE forms received in the fall will appear in a similar manner as depicted in the CAR charts in this manual.

Use the IPEDS rules for reporting Race/Ethnicity. See Appendix E.
http://nces.ed.gov/IPEDS/news_room/ana_Changes_to_10_25_2007_169.asp

4.5.1.1 Field Definitions for Participant Enrollment

Field	Comments
Participant Enrollment	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data
Gender	Total students and Tech Prep (subset) broken out by gender
Race/Ethnicity	Total students and Tech Prep (subset) broken out by race and ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used. See Appendix E
Special Population and Other Student Categories	Total students and Tech Prep (subset) broken out by special population. See glossary "Special Pops" for definitions
# Postsecondary Students	Indicate total number of students for each category
# Postsecondary Tech Prep	Total for students should be a subset of "**# of Postsecondary**" students that meet Tech Prep criteria. See glossary "Student, Tech Prep (Postsecondary)"

4.5.1.2 Business Rules for Participant Enrollment

Category	Rule
Reporting Time Periods	Cohort year and program year are the same *Participant*

Program Year	Cohort Timeframe	Cohort Year
2008 - 09	07/01/08 - 06/30/09	2008 - 09
2009 - 10	07/01/09 - 06/30/10	2009 - 10
2010 - 11	07/01/10 - 06/30/11	2010 - 11
2011 - 12	07/01/11 - 06/30/12	2011 - 12
2012 - 13	07/01/12 - 06/30/13	2012 - 13
2013 – 14	07/01/13 - 06/30/14	2013 - 14

4.5.1.2 Business Rules for Participant Enrollment

Category	Rule
Category	Rule

Cohort	1. Student may only be counted one (1) time even though the student meets the criteria for multiple clusters
	2. Include all postsecondary students who have earned one or more transcripted occupational credits in any CTE program area in the reporting year
	3. Include all students/CTE programs whether or not the programs are being funded with Perkins dollars
	4. Gender Unknown designation is not allowed. For those students with an unclassified gender
	    a. Split the number evenly into the male and female categories; OR
	    b. Designate the gender based on name; OR
	    c. Do not include in the numbers at all; OR
	    d. Use your known ratio for the program

4.5.1.3 Frequently Asked Questions (FAQs) for Participant Enrollment

1. **What are the rules for filling out the Race/Ethnicity section of the CAR Forms?**
    See Appendix E for a full explanation of the new Federal rules.

2. **Should we report the number of students of nontraditional gender enrolled in the nontraditional areas?**
    Yes.

3. **Should dual enrollment students be counted from their first enrollment or when they enrolled in postsecondary?**
    Dual enrollment students should be counted from when they first enrolled in postsecondary after high school.

4. **When does the "2 year timeframe" begin for becoming a concentrator?**
    The 2 year timeframe begins when the student enters your institution. ~~Do not count students who started their education at another college.~~

5. **Is it necessary to report data for the Special Populations categories?**
    Yes

4.5.2 Form III Concentrator Enrollment

The Concentrator Enrollment form includes two different student populations. The top section of the form (lines 1 - 12) indicates the total number of students that have met the requirements for a concentrator. The second section of the form (lines A - F) reports Tech Prep identified students enrolled in your college who may or may not be concentrators.

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Enrollment of CTE Concentrators Report
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Counts are UNDUPLICATED
2 Each cell must contain a value. If a program is not offered, use "PNO"

		College/District:	<Enter District Name>
		Contact Name:	<Enter Perkins Contact Name>
		Contact Title:	<Enter Perkins Contact Title>
		Contact Telephone:	<Enter Perkins Contact Telephone>
		Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech, Engin. & Math.	Transp., Distrib. & Logistics
1	SECONDARY																
2	Female																
3	Male																
4	Total																
5	POSTSECONDARY																
6	Female																
7	Male																
8	Total																
9	ADULT																
10	Female																
11	Male																
12	Total																

Additional Information:

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Tech Prep Student Transition Reporting
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Counts are UNDUPLICATED
2 Each cell must contain a value. If a program is not offered, use "PNO"

		College/District:	<Enter District Name>
		Contact Name:	<Enter Perkins Contact Name>
		Contact Title:	<Enter Perkins Contact Title>
		Contact Telephone:	<Enter Perkins Contact Telephone>
		Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech, Engin. & Math.	Transp., Distrib. & Logistics
Tech Prep Student Transition for Participant Reporting																	
TECH PREP POSTSECONDARY 1-Year - SECONDARY TECH PREP STUDENTS ENROLLED AT POSTSECONDARY-1 Year (Previous year)																	
A	Female																
B	Male																
C	Total																
TECH PREP POSTSECONDARY 5-Year - SECONDARY TECH PREP STUDENTS ENROLLED AT POSTSECONDARY-5 Year (Previous 5 years)																	
D	Female																
E	Male																
F	Total																

Additional Information:

4.5.2.1 Field Definitions for Concentrator Enrollment

Field	Comments
Concentrator Enrollment	
Postsecondary by Cluster	Total concentrators broken out by gender within each cluster

Tech Prep	
Tech Prep Student Transition	This section will collect those students that have transitioned from secondary to postsecondary. Students do not need to be concentrators or have taken any CTE courses to be counted in this section
Tech Prep Postsecondary 1-year	Total Tech Prep students broken out by gender within each cluster. Total of the current program year **using a 1-year lag** for Secondary Tech Prep Concentrators that have enrolled in your institution this reporting year (in this example). These ARE NOT necessarily Postsecondary Concentrators
Tech Prep Postsecondary 5-years	Total Tech Prep students broken out by gender within each cluster. Total of the previous 5 years of Secondary Tech Prep Concentrators that have enrolled in your institution this reporting year. These ARE NOT necessarily Postsecondary Concentrators

4.5.2.2 Business Rules for Concentrator Enrollment

Category	Rule
Reporting Time Periods	Cohort year and program year are the same *Concentrator* | Program Year	Cohort Timeframe	Cohort Year
---	---	---
2008 - 09	07/01/08 - 06/30/09	2008 - 09
2009 - 10	07/01/09 - 06/30/10	2009 - 10
2010 - 11	07/01/10 - 06/30/11	2010 - 11
2011 - 12	07/01/11 - 06/30/12	2011 - 12
2012 - 13	07/01/12 - 06/30/13	2012 - 13
2013 - 14	07/01/13 - 06/30/14	2013 - 14	
Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement" 2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs 3. A student that meets the definition of "concentrator" and was enrolled in the cohort timeframe. See Concentrator definitions 4. Include all students/programs whether or not the program is being funded with Perkins dollars 5. Concentrators that are reported do not need to be participants in the reporting year 6. Exclude all high school students 7. Include only credits earned at the institution.
Numerator	N/A
Denominator	N/A

4.5.2.3 Frequently Asked Questions (FAQs) for Concentrator Enrollment

1. **A student who has declared a career goal/intent in a CTE area – is that student counted in this cohort of concentrators?**

   No, use course taking behavior as an indicator and only count students in the postsecondary section of the form who have met concentrator status.

2. **Which cluster do I use if a Tech Prep student is enrolled in a CTE class at my college and the cluster is not the same as their high school Cluster?**

   Use college cluster as first priority. If not taking a CTE class but enrolled in your college use the high school cluster provided by the ADE file.

3. **Is there a denominator for the Sub Indicators/Disaggregate Indicators?**

   No, there is no denominator.

4. **If a student is not new to your institution, can he/she be counted?**

   No. The student has to be newly enrolled within the last 5 years to meet the criterion…Even if courses taken during those 5 years have no connection with CTE programs.

4.6 Consolidated Annual Report Form IV (CAR IV) – Performance Measures

The CAR IV collects information on Career and Technical Education postsecondary performance measures for programs. The measures reported include: See Business Rules for direction.

Measure	Description
1P1 Technical Skill Attainment	**Numerator:** Number of CTE concentrators who passed technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year **Denominator:** Number of CTE concentrators who took technical skill or end of program assessments during the reporting year
2P1 Credential, Certificate, or Degree	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate or a degree during the reporting year **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year
3P1 Student Retention or Transfer	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate or a degree in the previous reporting year
4P1 Student Placement	**Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31 **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year
5P1 Nontraditional Participation	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year **Denominator:** Number of CTE participants who participated in a program that leads to employment in a nontraditional field during the reporting year
5P2 Nontraditional Completion	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

4.6.1 1P1 – Technical Skill Attainment

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
1P1: Technical Skill Attainment
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:			College/District:	<Enter District Name>
			Contact Name:	<Enter Perkins Contact Name>
1 Gender and Ethnicity counts are UNDUPLICATED			Contact Title:	<Enter Perkins Contact Title>
2 Special Populations counts are DUPLICATED			Contact Telephone:	<Enter Perkins Contact Telephone>
3 Each cell must contain a numeric value			Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
*See Glossary in Postsecondary Manual							
Additional Information:							

4.6.1.1 Field Definitions for 1P1 Technical Skill Attainment

Field	Comments
Technical Skill Attainment	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity (See Appendix E) 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population category See glossary "Special Pops" for definitions

4.6.1.2 Business Rules for 1P1 Technical Skill Attainment

Category	Rule

Program Assessments	Occupational courses that are a part of a postsecondary CTE program.
	1. For a Program Year, report results for:
	  • All CTE Programs
	  • Use the Community College Programs with Identified Assessments listed in Appendix C or confer with ADE about others you have identified.

Reporting Time Periods	A 1-year lag exists between report year and cohort exit year. This allows for the assessment period and collection of data for cohort. **1P1** See table below.
Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement" 2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs 3. A student that meets the definition of "concentrator". See Concentrator definition 4. Gender and Ethnic data is unduplicated counts 5. Special Populations data is duplicated counts 6. Student cohort will be indicated in assessment results received by the institution. This measure does not look at the number of students who could have taken an assessment 7. Student cohort is concentrators who either left the institution or completed a program during the cohort timeframe, and who took the assessment during the assessment timeframe. 8. Exclude all high school students 9. Include assessments taken during student's postsecondary enrollment, as well as up to one year after exiting the institution 10. Only one student assessment can be counted on a CAR Report (One student, one assessment per CAR Report)
Numerator	Number of <u>CTE concentrators</u> who passed approved technical skill or end of program assessments that are aligned with industry-recognized standards during the reporting year
Denominator	Number of <u>CTE concentrators</u> who took approved technical skill or end of program assessments during the reporting year

1P1

Program Year	Enrolled Cohort Timeframe	Cohort Exit Year	Assessment Timeframe
2008 - 09	07/01/07 - 06/30/08	2007 - 08	Up to June 30, 2009
2009 - 10	07/01/08 - 06/30/09	2008 - 09	Up to June 30, 2010
2010 - 11	07/01/09 - 06/30/10	2009 - 10	Up to June 30, 2011
2011 - 12	07/01/10 - 06/30/11	2010 - 11	Up to June 30, 2012
2012 - 13	07/01/11 - 06/30/12	2011 - 12	Up to June 30, 2013
2013 - 14	07/01/12 - 06/30/13	2012 - 13	Up to June 30, 2014

4.6.1.3 Frequently Asked Questions (FAQs) for 1P1 Technical Skill Attainment

1. **What is a valid measure of technical skill attainment?**
   a. End-of-program State or National licensing/certification exams.
   b. CTE Online Industry Assessment.

2. **Will there be opportunities to make changes to the Community Colleges' Program Assessment List? (See Appendix C)**
   a. The list will be updated annually on July 1st based on programs identified on the community college grants.
   b. Colleges will be expected to continue reporting 1P1 data for all CTE Programs offered at their sites.
   c. District is expected to maintain or increase student count. If course enrollment in a district's programs increases considerably, this rationale may be used for annually increasing coverage of programs and students in CTE as outlined in the Arizona State Plan. If current program enrollment will not increase student coverage, then a new program(s) must be added to the application. College district student enrollment in CTE programs are expected to increase because the state enrollment must increase.

3. **If the concentrator took the assessment before exiting the institution, is the student included in the cohort?**
   Yes, the student is included in the cohort. Use assessments taken during the student's postsecondary enrollment, as well as up to one year after exiting the institution.

4. **A concentrator who exited did not take an assessment. Is the student included in the cohort?**
   No, the student is excluded from the cohort.

5. **A concentrator took more than one type of assessment during the Assessment Timeframe. How do I count the student?**
   a. When reporting to the State, count the student only one time. Include the student once in the denominator because an assessment was taken and once in the numerator for an assessment passed.
   b. If you choose to prepare reports by each assessment for internal use by your college administrators, you can report the student on each individual report to accurately reflect the program's results.

6. **A concentrator took the same assessment more than once. How do I count the student?**
   Count the student only one time. Include the student once in the denominator because an assessment was taken and once in the numerator for an assessment passed.

4.6.2 2P1 – Industry Recognized Credential, a Certificate or a Degree

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
2P1: Credential, Certificate, Degree
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:			College/District:	<Enter District Name>
1 Gender and Ethnicity counts are UNDUPLICATED			Contact Name:	<Enter Perkins Contact Name>
2 Special Populations counts are DUPLICATED			Contact Title:	<Enter Perkins Contact Title>
3 Each cell must contain a numeric value			Contact Telephone:	<Enter Perkins Contact Telephone>
			Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
22	DISAGGREGATE INDICATORS						
23	Credential						
24	Certificate						
25	Degree						
*See Glossary in Postsecondary Manual							

Additional Information:

4.6.2.1 Field Definitions for 2P1 Industry Recognized Credential, a Certificate or a Degree

Field	Comments
Credential, Certificate, Degree	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data
Gender	Total students broken out by gender. Gender must be identified

4.6.2.1 Field Definitions for 2P1 Industry Recognized Credential, a Certificate or a Degree

Field	Comments
Ethnicity	Total students broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions
Sub Indicators/ Disaggregate Indicators	Credential – Industry-recognized credential Certificate – Student totals for those who have earned a college or industry certificate Degree – Student totals for those who have earned a degree See glossary "Awards" or "Certificate"

4.6.2.2 Business Rules for 2P1 Industry Recognized Credential, a Certificate or a Degree

Category	Rule
Reporting Time Periods	A 1-year lag exists between report year and cohort exit year. This allows time for the collection of data for exiting cohort *2P1* <table><tr><th>Program Year</th><th>Cohort Timeframe</th><th>Cohort Exit Year</th></tr><tr><td>2008 - 09</td><td>07/01/07 - 06/30/08</td><td>2007 - 08</td></tr><tr><td>2009 - 10</td><td>07/01/08 - 06/30/09</td><td>2008 - 09</td></tr><tr><td>2010 - 11</td><td>07/01/09 - 06/30/10</td><td>2009 - 10</td></tr><tr><td>2011 - 12</td><td>07/01/10 - 06/30/11</td><td>2010 - 11</td></tr><tr><td>2012 - 13</td><td>07/01/11 - 06/30/12</td><td>2011 - 12</td></tr><tr><td>2013 - 14</td><td>07/01/12 - 06/30/13</td><td>2012 - 13</td></tr></table>
Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement" 2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs 3. A student that meets the definition of "concentrator". See Concentrator definition 4. Students have exited from the institution during the cohort timeframe. Use enrollment data in the fall term following the cohort timeframe to determine if the student has exited (left) 5. Exclude all high school students
Numerator	Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year
Denominator	Number of CTE concentrators who left postsecondary education during the reporting year

4.6.2.3 Frequently Asked Questions (FAQS) for Industry Recognized Credential, Certificate, Degree

1. **In the Sub Indicator/Disaggregate Indicator section, is the count duplicated or unduplicated?**
   Unduplicated

2. **Under Sub Indicator/Disaggregate Indicator, where do you count the person who received both a certificate and a degree?**
   You decide, but only count the student one time.

3. **How do you define "exited or left" the institution?**
   A student is not enrolled in any classes at the institution. The exit year is the last year of the last enrollment in classes.

4. **What if a student who has exited or left returns to the institution and enrolls in another program?**
   That student is considered a new student and may be counted because they are not concurrently enrolled in two programs.

5. **If a student completed the requirements for an award, but did not receive an award, can that student be counted in the numerator?**
   No. The student must have received the award.

4.6.3 3P1 – Student Retention or Transfer

	POSTSECONDARY CAREER AND TECHNICAL EDUCATION 3P1: Student Retention or Transfer ARIZONA PROGRAM YEAR<Enter FY>						
Instructions: 1 Gender and Ethnicity counts are UNDUPLICATED 2 Special Populations counts are DUPLICATED 3 Each cell must contain a numeric value			College/District:	<Enter District Name>			
			Contact Name:	<Enter Perkins Contact Name>			
			Contact Title:	<Enter Perkins Contact Title>			
			Contact Telephone:	<Enter Perkins Contact Telephone>			
			Contact E-mail:	<Enter Perkins Contact Email>			
Line	**Population**	**Number of Students in the Numerator**	**Number of Students in the Denominator**	**State Adjusted Level of Performance**	**Actual Level of Performance**	**Adjusted vs. Actual Level of Performance**	**Met 90% of Adjusted Level of Performance (Y,N)**
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
*See Glossary in Postsecondary Manual							
Additional Information:							

4.6.3.1 Field Definitions for 3P1 Retention or Transfer

Field	Comments
Retention or Transfer	
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

4.6.3.2 Business Rules for 3P1 Retention or Transfer

Category	Rule
Reporting Time Periods	A 1-year lag exists between cohort year and program year. This allows time for the collection of data for cohort *3P1*
Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement" 2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs 3. A student that meets the definition of "concentrator". See Concentrator definition 4. Students that have 1) returned to the institution the following fall of the school year, OR 2) transferred to a 2-year or to a 4-year institution in the fall 5. Student did not receive a certificate or degree 6. These are all unduplicated numbers 7. Exclude all high school students
Numerator	Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2-year or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year
Denominator	Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year

The *3P1* table within Reporting Time Periods:

Program Year	Cohort Period	Cohort Exit Year	Retention Period
2008 - 09	Fall 2007	2007 - 08	Fall 2008
2009 - 10	Fall 2008	2008 - 09	Fall 2009
2010 - 11	Fall 2009	2009 - 10	Fall 2010
2011 - 12	Fall 2010	2010 - 11	Fall 2011
2012 - 13	Fall 2011	2011 - 12	Fall 2012
2013 - 14	Fall 2012	2012 - 13	Fall 2013

4.6.3.3 Frequently Asked Questions (FAQs) for Retention or Transfer

1. **If a student completed the requirements for an award, but did not receive an award, can that student be counted in the denominator?**
   Yes, the student did not receive an award.

4.6.4 4P1 – Student Placement

POSTSECONDARY CAREER AND TECHNICAL EDUCATION 4P1: Student Placement ARIZONA PROGRAM YEAR<Enter FY>						
Instructions: 1 Gender and Ethnicity counts are UNDUPLICATED 2 Special Populations counts are DUPLICATED 3 Each cell must contain a numeric value		College/District: <Enter District Name>				
		Contact Name: <Enter Perkins Contact Name>				
		Contact Title: <Enter Perkins Contact Title>				
		Contact Telephone: <Enter Perkins Contact Telephone>				
		Contact E-mail: <Enter Perkins Contact Email>				

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Nontraditional Enrollees						
21	Tech Prep						
22	DISAGGREGATE INDICATORS						
23	Apprenticeship						
24	Employment						
25	Military						
*See Glossary in Postsecondary Manual							
Additional Information:							

4.6.4.1 Field Definitions for 4P1 Student Placement

Field	Comments
Student Placement	
Gender	Total students broken out by gender
Ethnicity	Total students and Tech Prep (subset) broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students and Tech Prep (subset) broken out by special population. See glossary "Special Pops" for definitions

4.6.4.1 Field Definitions for 4P1 Student Placement

Field	Comments
Sub-Indicators/ Disaggregate Indicators	The following sub indicators will be reported:

	Apprenticeship	Student totals for students that were in an apprenticeship program 2nd quarter following exiting
	Employment	Student totals for students that were employed the 2nd quarter following exiting
	Military	Student totals for students that had enlisted into the military the 2nd quarter following exiting

4.6.4.2 Business Rules for 4P1 Student Placement

Category	Rule
Reporting Time Periods	A 1-year lag exists between cohort year and program year. This allows for the collection of placement data for exiting cohort *4P1* | Program Year	Cohort Timeframe	Cohort Exit Year | |---|---|---| | 2008 - 09 | 07/01/07 - 06/30/08 | 2007 - 08 | | 2009 - 10 | 07/01/08 - 06/30/09 | 2008 - 09 | | 2010 - 11 | 07/01/09 - 06/30/10 | 2009 - 10 | | 2011 - 12 | 07/01/10 - 06/30/11 | 2010 - 11 | | 2012 - 13 | 07/01/11 - 06/30/12 | 2011 - 12 | | 2013 - 14 | 07/01/12 - 06/30/13 | 2012 - 13 |
Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement" 2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs 3. A student that meets the definition of "concentrator". See Glossary 4. Student has left the institution during the cohort timeframe. Use enrollment data in the fall term following the cohort timeframe to determine if the student has left 5. Exclude all high school students
Numerator	Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31
Denominator	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year

4.6.4.3 Frequently Asked Questions (FAQs) for 4P1 Student Placement

1. **Is there a denominator for the Sub Indicator/Disaggregate Indicator?**
   There is no denominator.

4.6.5 5P1 – Nontraditional Participation

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
5P1: Nontraditional Participation
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Gender and Ethnicity counts are UNDUPLICATED
2 Special Populations counts are DUPLICATED
3 Each cell must contain a numeric value

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Tech Prep						
*See Glossary in Postsecondary Manual							
Additional Information:							

4.6.5.1 Field Definitions for 5P1 Nontraditional Participation

Field	Comments
Participant Enrollment	
Gender	Total students broken out by gender
Ethnicity	Total students broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

4.6.5.2 Business Rules for 5P1 Nontraditional Participation

Category	Rule
Reporting Time Periods	Cohort year and program year are the same *5P1*

Program Year	Cohort Timeframe	Cohort Year
2008 - 09	07/01/08 - 06/30/09	2008 - 09
2009 - 10	07/01/09 - 06/30/10	2009 - 10
2010 - 11	07/01/10 - 06/30/11	2010 - 11
2011 - 12	07/01/11 - 06/30/12	2011 - 12
2012 - 13	07/01/12 - 06/30/13	2012 - 13
2013 - 14	07/01/13 - 06/30/14	2013 - 14

Category	Rule

Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement"
	2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs
	3. A student that meets the definition of "participant". See Participant definition
	4. Gender Unknown designation is not allowed. For those students with an unclassified gender
	    a. Split the number evenly into the male and female categories, OR
	    b. Designate the gender based on name, OR
	    c. Do not include in the numbers at all, OR
	    d. Use your known ratio for the program
	5. Exclude all high school students

Numerator	Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year
Denominator	Number of CTE participants who participated in a program that leads to employment in a nontraditional field during the reporting year

4.6.5.3 Frequently Asked Questions (FAQs) for 5P1 Nontraditional Participation

1. **How do I determine Nontraditional programs?**
   ADE prepares the list in collaboration with current OVAE research. See Appendix F.

2. **Is it acceptable to use student identified program intent to determine program participation?**
   No. Use courses taken and student enrollment within a nontraditional program to determine participation.

4.6.6 5P2 – Nontraditional Completion

	POSTSECONDARY CAREER AND TECHNICAL EDUCATION 5P2: Nontraditional Completion ARIZONA PROGRAM YEAR\<Enter FY\>						

Instructions:			College/District:	\<Enter District Name\>
1 Gender and Ethnicity counts are UNDUPLICATED			Contact Name:	\<Enter Perkins Contact Name\>
2 Special Populations counts are DUPLICATED			Contact Title:	\<Enter Perkins Contact Title\>
3 Each cell must contain a numeric value			Contact Telephone:	\<Enter Perkins Contact Telephone\>
			Contact E-mail:	\<Enter Perkins Contact Email\>

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL						
2	GENDER						
3	Male						
4	Female						
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaska Native						
7	Asian						
8	Black or African American						
9	Hispanic/Latino						
10	Native Hawaiian or Other Pacific Islander						
11	White						
12	Two or More Races						
13	Unknown						
14	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)						
16	Economically Disadvantaged						
17	Single Parents						
18	Displaced Homemakers						
19	Limited English Proficient						
20	Tech Prep						
*See Glossary in Postsecondary Manual							
Additional Information:							

4.6.6.1 Field Definitions for 5P2 Nontraditional Completion

Field	Comments
Nontraditional Placement	
Gender	Total students broken out by gender
Ethnicity	Total students and Tech Prep (subset) broken out by ethnicity 1. For PY09-10 and beyond, the 1997 ethnicity guidelines will be used
Special Population and Other Student Categories	Total students broken out by special population See glossary "Special Pops" for definitions

4.6.6.2 Business Rules for 5P2 Nontraditional Completion

Category	Rule
Reporting Time Periods	A 1-year lag exists between cohort year and program year. This allows time for the collection of data for cohort *5P2* | Program Year	Cohort Timeframe	Cohort Year
---	---	---
2008 - 09	07/01/07 - 06/30/08	2007 - 08
2009 - 10	07/01/08 - 06/30/09	2008 - 09
2010 - 11	07/01/09 - 06/30/10	2009 - 10
2011 - 12	07/01/10 - 06/30/11	2010 - 11
2012 - 13	07/01/11 - 06/30/12	2011 - 12
2013 - 14	07/01/12 - 06/30/13	2012 - 13	

Cohort	1. The student is tracked for 5 years from first enrollment or until the student meets the requirement of "transfer", "graduate", or "placement"
	2. Student may only be counted one (1) time even though the student meets the criteria for multiple programs
	3. A student that meets the definition of "concentrator". See Concentrator definition
	4. Gender Unknown designation is not allowed. For those students with an unclassified gender
	    a. Split the number evenly into the male and female categories, OR
	    b. Designate the gender based on name, OR
	    c. Do not include in the numbers at all, OR
	    d. Use your known ratio for the program
	5. Exclude all high school students

Numerator	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year
Denominator	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year

4.6.6.3 Frequently Asked Questions (FAQs) for 5P2 Nontraditional Completion

1. **How do I determine Nontraditional programs?**
   ADE prepares the list in collaboration with current OVAE research. See Appendix F.

2. **If a student completed the requirements for a program, but did not receive an award, can that student be counted in the numerator and denominator?**
   No. The student must have received an award.

4.7 Tech Prep – Performance Measures (Program of Study)

Tech Prep CAR data is still required to be collected. The Tech Prep performance measures collect information on Career and Technical Education postsecondary students who have participated in Tech Prep programs at the secondary level. A Tech Prep program is identified by an articulation/program of study agreement that has been agreed upon by a secondary institution and a postsecondary institution. Tech Prep performance measures are not negotiated with OVAE, but are required to be reported to OVAE on an annual basis. Each Tech Prep consortium is required to negotiate with the State and report on the performance measures on an annual basis.

Performance measures are separated into two categories – secondary (STP) and postsecondary (PTP). While these two designations exist, the responsibility for reporting the measures will fall on the postsecondary institutions, except for 1STP3 – Complete a State- or industry-recognized certification or licensure at the secondary level. The following measures are for those students that have been identified as a Tech Prep student. **These measures listed in the chart below are taken from the law and ARE NOT to be followed literally. You MUST go to the Business Rules and definitions that follow this chart in order to properly gather the data for the measures**.

SECONDARY TECH PREP MEASURES (STP)	
Measure	**Description**
1STP1 Enroll in Postsecondary	**Numerator:** Number of secondary TP students who graduated one year ago and are enrolled in postsecondary during the reporting year **Denominator:** Number of secondary TP students who graduated one year ago
1STP2 Secondary to Postsecondary Field Persistence	**Numerator:** Number of secondary TP students who graduated one year ago and are enrolled in postsecondary during the reporting year in the same major or cluster/pathway as they were in high school **Denominator:** Number of secondary TP students who graduated one year ago
1STP3 Secondary Certification/License ***Postsecondary does not report**	**Numerator:** Number of secondary TP students who graduated last year with a State or industry recognized certification, or licensure **Denominator:** Number of secondary TP students who graduated last year
1STP4 Postsecondary Credit	**Numerator:** Number of secondary TP students who graduated last year with postsecondary credits **Denominator:** Number of secondary TP students who graduated last year
1STP5 Remedial Courses	**Numerator:** Number of secondary TP students graduated one year ago who enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education **Denominator:** Number of secondary TP students who graduated one year ago and enrolled in postsecondary education. (Same as Numerator for 1STP1)

POSTSECONDARY TECH PREP MEASURES (PTP)	
Measure	**Description**
1PTP1 Employment	**Numerator:** Number of postsecondary TP students placed in a related field no later than 12 months after graduation **Denominator:** Number of postsecondary TP students who graduated one year ago

POSTSECONDARY TECH PREP MEASURES (PTP)

Measure	Description
1PTP2 Postsecondary Certification/License	**Numerator:** Number of postsecondary TP students who leave postsecondary education this year with a State recognized certification **Denominator:** Number of postsecondary TP students who graduated or left postsecondary education this year
1PTP3 2 Year Degree Completion	**Numerator:** The number of Tech Prep students that entered 3 years ago and received a degree any time during the 3 year time period ending with the reporting year **Denominator:** Number of postsecondary TP students that entered 3 years ago
1PTP4 4 Year Degree Completion	**Numerator:** Number of postsecondary TP students who entered the postsecondary Tech-Prep program 6 years ago and completed a baccalaureate degree program any time during the 6 year time period ending with the reporting year **Denominator:** Number of postsecondary TP students that entered 6 years ago

4.7.1 Tech Prep Indicators Form

The Tech Prep Indicators form indicates the number and percentage of students that meet each measure. One form will be used to report all performance measures.

POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Tech Prep Indicators
ARIZONA
PROGRAM YEAR<Enter FY>

Instructions:

1 Counts are UNDUPLICATED
2 Each cell must contain a number:
3 Do not complete line 3, 1STP3 Measure

College/District:	<Enter District Name>
Contact Name:	<Enter Perkins Contact Name>
Contact Title:	<Enter Perkins Contact Title>
Contact Telephone:	<Enter Perkins Contact Telephone>
Contact E-mail:	<Enter Perkins Contact Email>

Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1STP1	Enroll in postsecondary education			
2	1STP2	Enroll in postsecondary in the same field or major			
3	1STP3	Complete a State or industry-recognized certification or licensure			
4	1STP4	Complete courses that award postsecondary credit			
5	1STP5	Enroll in remedial mathematics, writing, or reading courses			
6	1PTP1	Employment after graduation			
7	1PTP2	Complete a State or industry-recognized certificate or licensure			
8	1PTP3	Complete a 2-year degree or certificate			
9	1PTP4	Complete a baccalaureate degree program			

Additional Information:

4.7.1.1 Field Definitions for Tech Prep Indicators Form

Field	Comments
Participant Enrollment	
Program Year	Program year for the report
College District	College name Do not create a separate worksheet for individual campuses within a college district Maricopa Community College District will have a worksheet for each consortium
Contact Name	Contact name for the person responsible for reporting the data
Contact Title	Contact title for the person responsible for reporting the data
Contact Telephone	Contact telephone for the person responsible for reporting the data
Contact Email	Contact email for the person responsible for reporting the data

4.7.1.2 Business Rules for Tech Prep Indicators Form

Category	Rule
Secondary Tech Prep Measures	
1STP1 – Enroll in postsecondary education	
Program Year	A 1-year lag exists between report year and cohort exit year. This allows for the college enrollment period of one year and collection of data for cohort **1STP1**

1STP1

Program Year-CAR reporting year	HS Graduation Year of the student	Postsecondary Timeframe-find the student during this year
2009 - 10	2008 - 09	07/01/2009 – 06/30/2010
2010 - 11	2009 - 10	07/01/2010 – 06/30/2011
2011 - 12	2010 - 11	07/01/2011 – 06/30/2012
2012 - 13	2011 - 12	07/01/2012 – 06/30/2013
2013 - 14	2012 - 13	07/01/2013 – 06/30/2014

Category	Rule
Cohort	1. A student that meets the definition for a Tech Prep student. See glossary "Student – Tech Prep" 2. The student no longer attends high school 3. The student is a first time enrollee at the postsecondary level 4. Student does NOT need to be enrolled in any CTE courses to count 5. For the NUMERATOR use the ENTIRE State list of concentrators to find those at your college 6. The numerator is NOT a subset of the denominator 7. The DENOMINATOR will be provided to you by ADE and are ONLY your consortiums previous year graduates
Numerator	Number of ALL secondary TP students who graduated one year ago and are enrolled in postsecondary during the reporting year **(number provided by each college)**
Denominator	The number of Tech Prep students that graduated from JUST the consortia high schools. **Actual number and student information provided by ADE to each college through a secure portal. The denominator for 1STP1, 1STP2 will be identical**

Category	Rule
1STP2 – Enroll in postsecondary in the same field	
Eligible Coursework	Any academic, occupational or remedial course
Non-credit Courses or Programs	Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes
Student Intent	If a student has declared "major" or "intent" during enrollment process, you may use the major. If the student has not taken CTE coursework outside of his/her secondary program area, then use the student's secondary program area (assume the positive)
Program Year	A 1-year lag exists between report year and cohort exit year. This allows for the college enrollment period of one year and collection of data for cohort **1STP2**

1STP2

Program Year-CAR reporting year	HS Graduation Year of the student	Postsecondary Timeframe-find the student during this year
2009 - 10	2008 - 09	07/01/2009 – 06/30/2010
2010 - 11	2009 - 10	07/01/2010 – 06/30/2011
2011 - 12	2010 - 11	07/01/2011 – 06/30/2012
2012 - 13	2011 - 12	07/01/2012 – 06/30/2013
2013 - 14	2012 - 13	07/01/2013 – 06/30/2014

Category	Rule
Cohort	1. A student that meets the definition for a Tech Prep student. See glossary "Student – Tech Prep" 2. The student no longer attends high school 3. Program in high school needs to align with similar program within cluster/pathway at postsecondary level 4. Assume student is in the same program/field as they were in high school unless you have evidence to the contrary (assume the positive) 5. For the NUMERATOR use the ENTIRE State list of concentrators to find those at your college 6. The numerator is NOT a subset of the denominator 7. The DENOMINATOR will be provided to you by ADE and are ONLY your consortiums previous year graduates
Numerator	Number of ALL secondary TP students who graduated one year ago and are enrolled in postsecondary during the reporting year in the same major or cluster/pathway as they were in high school **(number provided by each college)**
Denominator	The number of Tech Prep students that graduated from JUST the consortia high schools. **Actual number and student information provided by ADE to each college through a secure portal. The denominator for 1STP1, 1STP2 will be identical**
1STP3 – Postsecondary does not provide this information. This is only a secondary measure. These are the students that took SECONDARY assessments and passed	
1STP4 – Complete courses that award postsecondary credit	
Eligible Coursework	Any academic or occupational course
Non-credit Courses or Programs	Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes

Category	Rule
Student Intent	N/A
Program Year	Use current program year data to create report **1STP4** | Program Year-CAR reporting year	HS Timeframe for earning Postsecondary Credit	HS Graduation Year of the student
---	---	---
2008 – 09	Any of the student's HS years	2008 - 09
2009 - 10	Any of the student's HS years	2009 - 10
2010 - 11	Any of the student's HS years	2010 - 11
2011 - 12	Any of the student's HS years	2011 - 12
2012 - 13	Any of the student's HS years	2012 - 13	
Cohort	1. A student that meets the definition for a Tech Prep student. See glossary "Student – Tech Prep" 2. The student has graduated from high school 3. The student has received course credit for a postsecondary course any time during their high school career 4. Student will be counted only once even though credit may have been received for multiple courses 5. Student banked credit will be counted 6. The DENOMINATOR will be provided to you by ADE and are ONLY your consortiums graduates
Numerator	Number of secondary TP students who graduated last year with postsecondary credits **(number provided by each college)**
Denominator	The number of Tech Prep students that graduated from JUST the consortia high schools. **Actual number and student information provided by ADE to each college through a secure portal. This will be the immediate past year's graduates with NO LAG**

1STP5 – Enroll in remedial math, writing or reading

Category	Rule
Eligible Coursework	Any remedial math, writing or reading course
Non-credit Courses or Programs	Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes
Student Intent	N/A
Program Year	A 1-year lag exists between report year and cohort exit year. This allows for the college enrollment period of one year and collection of data for cohort **1STP5** | Program Year-CAR reporting year	HS Graduation Year of the student	Postsecondary Timeframe-find the student during this year
---	---	---
2008 – 09	2007 - 08	07/01/2008 – 06/30/2009
2009 - 10	2008 - 09	07/01/2009 – 06/30/2010
2010 - 11	2009 - 10	07/01/2010 – 06/30/2011
2011 - 12	2010 - 11	07/01/2011 – 06/30/2012
2012 - 13	2011 - 12	07/01/2012 – 06/30/2013	

Category	Rule
Cohort	1. A student that meets the definition for a Tech Prep student. See glossary "Student – Tech Prep" 2. The student has graduated from high school 3. The student has enrolled in at least 1 remedial course. See glossary for "Course-Remedial" and "Remediation" 4. Student will be counted only once even though student may be enrolled in multiple remedial courses
Numerator	Number of secondary TP students graduated during the reporting year that enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education
Denominator	Number of secondary TP students who graduated one year ago and enrolled in postsecondary education **(NOTE: This is the same as the Numerator for 1STP1)**

POSTSECONDARY TECH PREP MEASURES

1PTP1 – Employment after graduation

Eligible Coursework	N/A
Non-credit Courses or Programs	Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes
Student Intent	N/A
Program Year	A 1-year lag exists between report year and cohort exit year. This allows for the assessment period and collection of data for exiting cohort **1PTP1**

1PTP1

Program Year-CAR reporting year	Postsecondary student Exit Year	Postsecondary Timeframe- find the student during this year
2008 – 09	2007 - 08	07/01/2008 – 06/30/2009
2009 - 10	2008 - 09	07/01/2009 – 06/30/2010
2010 - 11	2009 - 10	07/01/2010 – 06/30/2011
2011 - 12	2010 - 11	07/01/2011 – 06/30/2012
2012 - 13	2011 - 12	07/01/2012 – 06/30/2013

Cohort	1. A student that meets the definition for a Tech Prep student. See glossary "Student – Tech Prep" 2. The student has graduated from college (completed the requirements for a degree and **left** the institution-see glossary) 3. The student is employed in a field related to program completion 4. Assume student is placed in same field unless positive evidence to the contrary (assume the positive) 5. Measure **is not** a sub-set of performance measure 4P1 – Student Placement as the criteria (timeframe and related field) are different
Numerator	Number of postsecondary TP students placed in a related field no later than 12 months after graduation
Denominator	Number of postsecondary TP students who graduated one year ago

1PTP2 – Complete a state-recognized or industry-recognized certification	
Eligible Coursework	N/A
Non-credit Courses or Programs	Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes
Student Intent	N/A
Program Year	A 1-year lag exists between report year and cohort exit year. This allows for the assessment period and collection of data for exiting cohort **1PTP2** _(see table below)_
Cohort	1. A student that meets the definition for a Tech Prep student. See glossary "Student – Tech Prep" 2. Student must have exited or graduated from secondary and enrolled in a postsecondary CTE course in order to be included. This is not a secondary measure or attainment 3. Measure is similar to performance measure 1P1 – Technical Skill Attainment. See glossary section Technical Skill Attainment for criteria. The numerator is the same value for the sub indicator of Tech Prep 4. Student cohort is concentrators who either left the institution or completed a program during the cohort timeframe, and who took the assessment during the assessment timeframe. 5. Tests approved by ADE or your college, that the Tech Prep student takes and passes, are counted here 6. Some tests take months to get the results, therefore there will be a one year lag on this measure, just like 1P1
Numerator	Number of postsecondary TP students who left postsecondary education a year ago with an approved State, industry recognized certification or licensure
Denominator	Number of postsecondary TP students who graduated or left one year ago

1PTP2

Program Year-CAR reporting year	Postsecondary Exit Year of student	Timeframe to receive assessment results
2008 – 09	2007 - 08	07/01/2008 – 06/30/2009
2009 – 10	2008 - 09	07/01/2009 – 06/30/2010
2010 – 11	2009 - 10	07/01/2010 – 06/30/2011
2011 – 12	2010 - 11	07/01/2011 – 06/30/2012
2012 - 13	2011 - 12	07/01/2012 – 06/30/2013

1PTP3– Complete a 2-year degree	
Eligible Coursework	N/A
Non-credit Courses or Programs	Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes
Student Intent	N/A
Program Year	Use current program year data to create report

1PTP3

Program Year-CAR reporting year	Degree Timeframe (inclusive of program year)	Postsecondary Entry Year	Secondary Exit Year
2008 – 09	07/01/2006 – 06/30/2009	2006 – 07	2005 – 06 or before
2009 – 10	07/01/2007 – 06/30/2010	2007 – 08	2006 – 07 or before
2010 – 11	07/01/2008 – 06/30/2011	2008 – 09	2007 – 08 or before
2011 – 12	07/01/2009 – 06/30/2012	2009 – 10	2008 – 09 or before
2012 - 13	07/01/2010 – 06/30/2013	2010 - 11	2009 – 10 or before	
Cohort	1. A student that meets the definition for a Tech Prep student. See glossary "Student – Tech Prep"
2. The numerator will only include those students that entered postsecondary education during the indicated program year 3 years ago
3. Utilize ADE provided concentrator list to determine eligible students (5 year list)
4. Secondary student graduated from more than four years ago are eligible-ENTRY to postsecondary is the key
5. Students earning the degree in less than 3 years are included
6. Student does not need to have exited the postsecondary institution
7. A degree audit may be used in place of actual graduation. Students must have all necessary credits to graduate
Numerator	The number of Tech Prep students that entered 3 years ago and received a degree any time during the 3 year time period ending with the reporting year
Denominator	Number of postsecondary TP students that entered 3 years ago

1PTP4– Complete a baccalaureate degree program	
Eligible Coursework	N/A
Non-credit Courses or Programs	Students completing or enrolling in non-credit coursework are not eligible for Perkins accountability purposes
Student Intent	N/A
Report Year	A 1-year lag exists between report year and the Baccalaureate timeframe. This allows for the data getting loaded into ASSIST

1PTP4

Program Year-CAR reporting year	Baccalaureate Timeframe (inclusive of program year)	Postsecondary Entry Year	Secondary Exit Year
2008 – 09	07/01/2002 – 06/30/2008	2002 – 03	2001 – 02 or before
2009 – 10	07/01/2003 – 06/30/2009	2003 – 04	2002 – 03 or before
2010 – 11	07/01/2004 – 06/30/2010	2004 – 05	2003 – 04 or before
2011 – 12	07/01/2005 – 06/30/2011	2005 – 06	2004 – 05 or before
2012 - 13	07/01/2006 – 06/30/2012	2006 - 07	2005 – 06 or before

Cohort	1. A student that meets the definition for a Tech Prep student. See glossary "Student – Tech Prep" 2. The numerator will only include those students that entered postsecondary education during the indicated program year 6 years ago 3. Utilize ADE provided concentrator list to determine eligible students (5 year list provided annually) 4. Secondary student graduated from more than 6 years ago are eligible-ENTRY to postsecondary is the key 5. Students earning the degree in less than 6 years are included 6. Student does not need to have exited the postsecondary institution
Numerator	Number of postsecondary TP students who entered the postsecondary Tech-Prep program 6 years ago and completed a baccalaureate degree program any time during the 6 year time period ending with the reporting year
Denominator	Number of postsecondary TP students that entered 6 years ago

4.7.1.3 Frequently Asked Questions (FAQs) for Tech Prep Indicators Form

1. For 1STP1 and 1STP2, what students do I count?
   a. For the Denominator of both of these, you use ONLY the number of Tech Prep Students that graduated from your consortia's high schools.
   b. For the Numerator, you count ALL students you find from the entire list of Tech Prep students that ADE has provided you. The numerator is NOT a subset of the denominator. When the state "rolls up" all of the consortia's data, we will then have found all Tech Prep students that have transitioned as OVAE wants.

2. What is a remedial course?
   Remedial courses are instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Any course numbered below 100 is considered a remedial course for this measure. (See Definitions)

4.8 Programs of Study

4.8.1 Programs of Study Overview

Programs of Study
Career and Technical Education

Programs of Study are defined in the 2006 Carl D. Perkins IV Career and Technical Education Act(Sec.122c1-A) as: "State approved programs, which may be adopted by local education agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework for career and technical content areas."

Programs of Study **should include:**
- Secondary and postsecondary elements
- Coherent and rigorous content aligned with challenging academic standards and relevant career and technical content
- Opportunity for secondary students to participate in dual or concurrent enrollment courses or other ways to acquire postsecondary credit
- Lead to an industry recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree

Programs of Study "Design Framework" (also referred to as the Ten Pillars or Principles):
1. Legislation and Policies
2. Partnerships
3. Professional Development
4. Accountability and Evaluation Systems
5. College and Career Readiness Standards
6. Course Sequences
7. Credit Transfer Agreements
8. Guidance Counseling and Academic Advisement
9. Teaching and Learning Strategies
10. Technical Skills Assessments

A *Program of Study should be:*
- A sequential listing of courses, both academic and CTE, that connect students' high school and postsecondary experiences
- Information can be found at: http://cte.ed.gov/nationalinitiatives/localstudyimplementation.cfm

4.8.1.1 Frequently Asked Questions (FAQs) for Programs of Study

1. **Does the postsecondary district have to fund all programs for which they develop Programs of Study?**
   a. Postsecondary districts must continue to obligate a portion of their Perkins funds for assisting and developing any Program of Study with secondary partners.
   b. Postsecondary Perkins funded programs do not necessarily have to be Programs of Study.

2. **What role will Tech Prep play in the Program of Study?**
   The Tech Prep measures will likely become the new Program of Study measures starting with the 2012-13 year. Please be prepared to continue providing the required necessary data to complete the measures.

3. **Where do I find further information and the blank template for Programs of Study?**
   You will find the template and other information about the Programs of Study on the ADE/CTE website http://www.azed.gov/career-technical-education/programs-of-study/.

4.8.2 Programs of Study Template Example

High School: _____ **CTE Program:** _____

College: _____ **Certification:** _____

Degree: _____

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	Other required courses, CTSO activities, and electives	CTE Secondary courses and postsecondary major courses	Postsecondary degrees or certificates associated with this Program of Study
SECONDARY	9	English I (1)	Integrated Algebra (1)	Physical Science (1)	World History/Geography (1)	Health/PE (1)		
		*Administer Arizona's Instrument for Measuring Standards (AIMS) - mandatory for high school graduation 2006. Administer Arizona's High School CTE End of Program Technical Skills Assessment.*						
	10	English II (1)	Integrated Geometry (1)	Biology (1)	U.S. History (1)	Foreign Language I (1)	Career Exploration	
		Administer college course placement assessments administered, academic/career advising, additional preparation strategies identified and implemented						
	11	English III (1)	Topics of Algebra or College	Advanced Biology (1)	Economics (1)	Foreign Language I (1)	◆Education Professions (Fundamental	
	12	American Literature and Composition	College Algebra or Calculus	Chemistry (1)	U.S. Government (1)	Fine Art or Psychology (1)	◆Education Professions (Applications)	
		Para professional Qualification						
POSTSECONDARY	Year 1 1st Semester	■● CRE101 Critical and Evaluative	■● MAT142 College Mathematics Or	■ CIS105 Survey of Computer Information Systems, Or BPC110 Computer		● EDU 230 Cultural Diversity in Education (3)	◆■ EDU 221 Introduction to Education	Associate of Arts in Elementary Education (AAEE)
	Year 1 2nd Semester	■● ENG101 First Year Composition I (3)	● MAT156 Mathematics for Elementary		HIS103 United States History to 1870 or HIS104 United	■● 1 Humanities Example:	● EDU222 Introduction to Exceptional	
	Year 2 1st Semester	● ENG102 First Year Composition (3)	● MAT157 Mathematics for Elementary	● 1 Natural Science (life) Science		● 1 Social & Behavioral Science	● '10 EDU Credit Hours of recommended electives in Teacher Education	Bachelors of Science Elementary Education (B.S. Ed. Elementary Ed.)
	Year 2 2nd Semester	● COM225 Oral Communication		● 1 Natural Science (physical / earth /	● ARH100 Intro to Art, ARH101 Prehistoric-Gothic, or ARH102			

Required Courses

Recommended Elective Courses

Career and Technical Education Courses

Credit-Based Transition Programs (e.g. Dual/Concurrent Enrollment, Articulated Courses, 2+2+2
[◆: High School to Com. College] [■: Com College to 4-Yr. Institution] [✱: Opportunity to test out]

CTE Director: _____ Date: _____

Postsecondary: _____ Date: _____

5.0 PROGRAM MONITORING AND EVALUATION

5.1 Mid-Year and Final Narrative Report

This section describes the process for reporting Mid-Year and Final Narrative Reports required of each grant recipient. See Appendix A – Annual Performance Measures and Due Dates for the reporting calendar.

Procedures in preparing your Mid-Year and Final Narrative Reports for your 2013-14 grants to evaluate progress with the Performance Measures, Programs of Study and Requirement Objectives are as follows:
- For the Requirement Objectives on your 2013-14 OPA form, prepare a 2 - 3 page Mid-Year Narrative report by March 31 telling the status of each of those objectives.
- Prepare a 3 – 5 page Final Narrative Report for Requirement Objectives due November 30.

5.1.1 Frequently Asked Questions (FAQS) for Mid-Year and Final Narrative Reports

1. **What is the procedure for submitting the Mid-Year and Final Narrative Reports?**
   a. Complete a Mid-Year & Final Narrative for each Program on the Occupational Program Application (OPA).
   b. There should be narrative for every objective. The narrative reports for the OPA Requirements should be limited to 2 – 3 pages for the Mid Year and 3 – 5 pages for the Final. You may organize information on these pages as you choose. However, be certain that every requirement is addressed.

5.2 Fiscal Monitoring

As ADE and community colleges partner to continuously improve oversight of Perkins funded activities and purchases, detailed records must be maintained related to employee compensation and equipment inventories. And, diligence must be exercised in verifying that entities/vendors are not suspended, debarred (34CFR§85.110(a)(b)) or excluded for covered transactions such as those related to professional services, speakers, presenters, etc. This section includes guidelines and resources for monitoring postsecondary Perkins expenditures and equipment according to Guidelines in OMB Circular A-21 J.10.(2)(a)(c)(e)(f) as follows:

J. General Provisions for Selected Items of Cost
   10. *Compensation for personal services*
       (2) After-the-fact Activity Records: Under this system the distribution of salaries and wages by the institution will be supported by activity reports as prescribed below:
       (b) Activity reports will reflect the distribution of activity expended by employees covered by the system.
       (c) Reports will reasonably reflect the activities for which employees are compensated. To confirm that the distribution of activity represents a reasonable estimate of the work performed by the employee during the period, the reports will be signed by the employee, principal investigator, or responsible official(s) using suitable means of verification that the work was performed.
       (e) For professorial and professional staff, the reports will be prepared each academic term, but no less frequently than every six months. For other employees, unless alternate arrangements are agreed to, the reports will be prepared no less frequently than monthly and will coincide with one or more pay periods.
       (f) Where the institution uses time cards or other forms of after-the-fact payroll documents as original documentation for payroll and payroll charges, such documents shall qualify as records for this purpose, provided that they meet the requirements in subsections J.10.c.(2)(a) through (e).

AND

34 CFR Part 80

Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments (Arizona Department of Education responsibilities for the Federal Government)

§80.32 *Equipment*.

(c)(4)(d) *Management requirements*. (1)Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, the acquisition date, and cost of the property…the location…and any disposition data…

§80.40 *Monitoring and reporting program performance*.

(a) *Monitoring by grantees*. Grantees are responsible for managing the day-to-day operations of grant and subgrant supported activities. Grantees must monitor grant and subgrant supported activities to assure compliance with applicable Federal requirements and that performance goals are being achieved.

§80.41 *Financial reporting*.

§80.42 *Retention and access requirements for records*.

(4)(e) *Access to records – (1) Records of grantees and subgrantees*. The awarding agency and the Comptroller General of the United States, or any of their authorized representatives, shall have the right of access to any pertinent books, documents, papers, or other pertinent books, documents, papers or records of grantees and subgrantees which are pertinent to the grant, in order to make audits, examination, excerpts, and transcripts.

Federal Funding Compliance

Time and Effort Log

Fiscal Year [   ] Bi-annual Certification

Name of School District: [   ]

OMB Circular A-87 requires employees who are compensated by federal grant dollars and work solely federal award to submit at least semi-annual certifications that the employee worked solely on that program.

OMB Circular A-87 Appendix B.8.(8).(3) Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi annually and will be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.

I, [   ], certify that 100% of my work time from
   (Employee Full Name)

[   ] to [   ] was spent on
(Beginning Date ex. Month/Date/Year)   (Ending Date ex. Month/Date/Year)

[   ] duties and responsibilities.
   (Federal Funding Source)

[   ]   [   ]
Employee Signature   Supervisor Signature

[   ]   [   ]
Date   Date

Time and Effort Log

Fiscal Year [   ] Bi-annual Certification

Name of School District: [   ]

Federal Funding Source: [   ]

Beginning Date: ex. MM/DD/YY: [   ]

Ending Date: ex. MM/DD/YY: [   ]

OMB Circular A-87 requires employees who are compensated by federal grant dollars and work solely federal award to submit at least semi-annual certifications that the employee worked solely on that program. OMB Circular A-87 Appendix B.8.(8).(3)

I certify that the employee(s) listed below worked 100% of their time on activities authorized by the federal funding source stated above.

Employee Full Name	Employee Title	Employee Signature

Supervisory Official's Signature: [   ] Date: [   ]

This form is to be completed every six months for any employee who is paid solely with federal funds from a single cost objective.

FEDERAL FUNDING COMPLIANCE: TIME AND EFFORT MONTHLY LOG – NON-PROFIT ORGANIZATIONS

Instruction: Anytime an employee is paid using federal funds, a monthly time and effort log is required to ensure the budgeted time and effort is equivalent to the actual time and effort worked on the program.

School District/Charter: _____   **Month and Year of Activity:** _____

Employee Name: _____   **Employee Title:** _____

Funding Source	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Hours	Scope of Service/Activiti
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Total Hours	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

I certify with my signature that the information submitted is accurate.

Employee Name: _____   **Date:** _____

Supervisor's Signature: _____   **Date:** _____

5.2.2 Equipment Guidelines

CAREER AND TECHNICAL EDUCATION (CTE) EQUIPMENT GUIDELINES (Updated 2008)

1. Equipment is defined as follows:
   a. Tangible personal property (equipment), as opposed to real property (land, buildings)
   b. Items whose useful life must be equal to or longer than one year
   c. Electronic and other equipment that is personally desirable and at extreme risk of theft such as cameras, laptop computers, cell and cordless phones, projectors, peripheral computer equipment, printers, etc.

2. Equipment with a purchase price limitation of $1,000 or more or items with a history of being pilfered must be accounted for and controlled in accordance with the provisions of the Uniform System of Financial Records VI-E (USFR) for Arizona public schools. Equipment with a unit cost of $5,000 or more must be listed on the district's general fixed assets listing. (A district may select a lower cost amount at which items must be listed.) Charter schools are subject to the provisions of the Uniform System of Financial Records for Arizona Charter Schools (USFRCS). Non-secondary public schools, such as universities and community colleges, must follow the equipment purchase and inventory guidelines set forth under State law for their particular type of institution.

Property contract procedures should include the Stewardship Listing provided under the provisions of USFR VI-E, for equipment costing at least $1,000 but less than $5,000, or similar controls for recipients to whom the USFR does not apply.

NEW: All CTE equipment purchased with Federal Perkins funds should have a tag indicating it was purchased with CTE funds (in addition to the district asset tag). Follow the district tagging inventory requirements for procedures. This should include all CTE equipment items regardless of dollar amount. NOTE: This practice is highly recommended for all capital items purchased with ANY CTE funds (i.e. priority, JTED).

3. The acquisition cost is to include actual costs, including ancillary charges necessary to put the assets in use. Ancillary costs include tax, freight charges, assembly and installation, and other incidental costs.

4. Equipment must be logically related to, and necessary to, the occupation being taught. The equipment is to be used only for CTE programs or loaned/shared with other school-based programs so as <u>not</u> to interfere with the CTE program for which the equipment was originally purchased.

5. Eligible recipient will have available upon request requisitions, purchase orders and invoices for all CTE equipment purchases.

6. Equipment will have been received and be operational in sufficient time to make an impact on the current program.

7. All purchased equipment will have adequate insurance coverage.

8. Eligible recipients will have available upon request an inventory of CTE equipment. Districts and recipients should update their stewardship (pilferable items and items costing at least $1,000) and general fixed assets listing at least annually. Acquisitions and disposals of equipment should appear on this updated list.

9. Property records of CTE equipment with a unit cost of $5,000 or more shall include:
    a. Location (school, department, building, etc.)
    b. Identification number (tag number, serial number, or other number that specifically identifies the item)
    c. Description (model number, size, color, etc.)
    d. Method of acquisition (purchase, donation, construction, trade, or lease-purchase)
    e. Source of funding
    f. Acquisition date (month and year of acquisition)
    g. Purchase document number (P.O. number, voucher number, or other document number that can be used to trace to the supporting documentation)
    h. Actual or estimated historical cost
    i. Condition of asset (for assets with unit costs of $5,000 or more purchased with federal monies)
    j. Percentage of federal participation (for assets with unit costs of $5,000 or more purchased with federal monies)

10. Property records for items costing at least $1,000 but less than $5,000 (Stewardship List) shall include specific details a, b, c, and f, consistent with listing for item 9 above.

11. A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft shall be investigated.

12. Adequate maintenance procedures must be developed to keep property in good condition.

13. Eligible recipient will show that proper procedures were followed when disposing of CTE equipment. A summary of required procedures is as follows:

a. Disposition - when original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:
   i. Items of equipment with a current per unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
   ii. Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
   iii. In cases where a grantee or sub-grantee fails to take appropriate disposition action, the awarding agency may direct the grantee or sub-grantee to take excess (amount) and disposition action.

b. Right to transfer title - the Federal awarding agency may reserve the right to transfer title to the Federal Government or a third party named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:
   i. The property shall be identified in the grant or otherwise made known to the grantee in writing.
   ii. The Federal awarding agency shall issue disposition instruction within 120 calendar-days after the end of the Federal support of the project for which it was acquired. If the Federal awarding agency fails to issue disposition instructions within the 120-calendar day period, the grantee shall follow EDGAR 34 CFR 80.32(e).
   iii. When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

14. All procurement transactions must be in compliance with State law and local regulations.
   (See Uniform System of Financial Records (USFR), General Fixed Assets, VI-E-1 through 15)
   (See 34 CFR 80.32, Equipment)

EQUIPMENT USAGE:

Please note that the Federal regulations require:

1. That a district will not expend funds under this grant to acquire equipment (including computer software) that results in direct financial benefit to any purchasing entity or its employees or any affiliate of such an organization; and

2. That the district will use equipment for other instructional purposes only if (1) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity; (2) the equipment is used after regular school hours or on weekends; and (3) such other use is:
   a. Incidental to the use of the equipment;
   b. Does not interfere with the use of that equipment for the purpose under which it was purchased; and
   c. Does not add to the cost of using that equipment for the purpose under which it was purchased.

In addition, the State requires that:

1. Equipment purchased with monies awarded for CTE must be used to support ongoing CTE programs. If a CTE program ends, the equipment must be used to support other ongoing, approved CTE programs.

   In the event an eligible recipient no longer offers CTE or the equipment is no longer needed by any of the eligible recipient's CTE programs, the State may request that the equipment be transferred to another eligible recipient. If the State elects not to request the equipment be transferred, then the eligible recipient may transfer or dispose of the equipment in accordance with their own policies, subject to the requirements of State law or Federal law, depending upon the source of funds used to purchase the equipment.

5.3 Year End Reports

This section describes the process for completing the Final Program Levels of Performance Report required of each grant recipient. See Appendix A – Annual Performance Measures and Due Dates for the reporting calendar. All screen shots, definitions and guidelines are subject to annual change by OVAE.

5.3.1 Perkins Law Regarding Improvement Plans:

Carl D. Perkins Act of 2006

SEC. 123. IMPROVEMENT PLANS.
(b) Local Program Improvement-
(1) LOCAL EVALUATION- Each eligible agency shall evaluate annually, using the local adjusted levels of performance described in section 113(b)(4), the career and technical education activities of each eligible recipient receiving funds under this title.
(2) PLAN- If, after reviewing the evaluation in paragraph (1), the eligible agency determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in section 113(b)(4), the eligible recipient shall develop and implement a program improvement plan (with special consideration to performance gaps identified under section
113(b)(4)(C)(ii)(II)) in consultation with the eligible agency, appropriate agencies, individuals, and organizations during the first program year succeeding the program year for which the eligible recipient failed to so meet any of the local adjusted levels of performance for any of the core indicators of performance.
(3) TECHNICAL ASSISTANCE- If the eligible agency determines that an eligible recipient is not properly implementing the eligible recipient's responsibilities under section 134, or is not making substantial progress in meeting the purposes of this Act, based on the local adjusted levels of performance, the eligible agency shall work with the eligible recipient to implement improvement activities consistent with the requirements of this Act.
(4) SUBSEQUENT ACTION-
   (A) IN GENERAL- The eligible agency may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient--
   (i) fails to implement an improvement plan as described in paragraph (2);
   (ii) fails to make any improvement in meeting any of the local adjusted levels of performance for the core indicators of performance identified under paragraph (2) within the first program year of implementation of its improvement plan described in paragraph (2); or
   (iii) fails to meet at least 90 percent of an agreed upon local adjusted level of performance for the same core indicator of performance for 3 consecutive years.
   (B) WAIVER FOR EXCEPTIONAL CIRCUMSTANCES- In determining whether to impose sanctions under subparagraph (A), the eligible agency may waive imposing sanctions--
   (i) due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the eligible recipient; or
   (ii) based on the impact on the eligible recipient's reported performance of the small size of the career and technical education program operated by the eligible recipient.
(5) FUNDS RESULTING FROM REDUCED ALLOTMENTS- The eligible agency shall use funds withheld under paragraph (4) from an eligible recipient to provide (through alternative arrangements) services and activities to students within the area served by such recipient to meet the purposes of this Act.

The CTE Advisory Committee to the State Board of Education has established guidelines for postsecondary districts that fail to meet 90% of the SALP for any performance measure for three consecutive years.

I. Districts that fail to meet 90% State Adjusted Level of Performance (SALP) for **Performance Measures 1P1, 2P1, 3P1 and 4P1 for three consecutive years** will be notified that 10% of the total allocation each subsequent year going forward will be withheld until such time that the district comes into compliance with the current year's SALP. Forfeited funds will not continue to be obligated to the sanctioned district at any point in the future and will be reallocated to other uses. These districts will be on Directed Improvement Plans until attainment of 90% SALP.

II. Districts that fail to meet 90% State Adjusted Level of Performance (SALP) of **Performance Measures 5P1 and 5P2 for three consecutive years** will not be penalized with a fiscal sanction. The imposed sanction may direct activities and use of resources to accomplish the ultimate goal of these measures, but will not remove a percentage of funds from a district's allocation. Districts failing to meet 90% of SALP for Performance Measures 5P1 and 5P2 will be on Directed Improvement Plans until they attain the required level of performance.

The **Program Levels of Performance Form** will be sent to you by January 31. If an Improvement Plan is required, the Action Plan for Improvement Form tab will also need to be filled out. The steps to complete the reports are:

1. Program Levels of Performance tab - Enter the final performance levels in the "FY Year Actual" column. Improvement plans will be created for the FY next year report for each measure that the district did not meet at 90% or higher. Obtain appropriate signatures. This page needs to be mailed to ADE with signatures in blue. (Same as was the case with the original application form).

   a. Action Plan for Improvement Chart will be the format on which to submit the district Improvement Plan.

2. Program Levels of Performance Assurances and Action Plan Chart are due by March 15. Submit the Assurances Chart and the Action Plan Chart electronically and send the hard copy of the signature page signed in blue to:

<div align="center">

Nicole Clapeck
Accountability Specialist
Arizona Department of Education
Career and Technical Education Section
1535 W. Jefferson Street, Bin #42
Phoenix, AZ 85007
Nicole.clapeck@azed.gov

And

Jeanne Roberts
Lead Grants Program Specialist
Arizona Department of Education
Career and Technical Education Section
1535 W. Jefferson Street, Bin #60
Phoenix, AZ 85007
Jeanne.roberts@azed.gov

</div>

If you have questions or need assistance, contact the CTE Lead Grants Program Specialist, at 602-364-2211.

5.3.2 State and Local Levels of Performance

<table>
<tr><td colspan="4" align="center">**ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION**
Levels of Performance Agreement
PROGRAM YEAR</td></tr>
<tr><td rowspan="10">**SALP**</td><td>Fiscal Agent:</td><td>College:</td><td>CTDS:</td></tr>
</table>

State Adjusted Level of Performance - SALP
Narrative indicates approved state negotiated performance levels with Office of Vocational and Adult Education (OVAE)

Local Adjusted Level of Performance - LALP
District indicates whether or not district agrees to SALP. If not, district requests modification to the SALP. District will be notified regarding negotiation for requested level and a Local Adjusted Level of Performance percentage for a given measure will be determined.

SALP

Perkins IV legislation states "Each eligible recipient shall agree to accept the State adjusted levels of performance established...or negotiate with the State to reach agreement on new local adjusted levels of performance...(Perkins IV, Sec. 113(4)(A))

Your district must either 1) accept the State Adjusted Level of Performance (SALP) or 2) if your district anticipates a level of performance below the SALP request a lower target level. The following State measures have been agreed upon with OVAE:D

Measure	Title	SALP
1P1	Technical Skill Attainment	
2P1	Credential, Certificate, Degree	
3P1	Student Retention or Transfer	
4P1	Student Placement	
5P1	Nontraditional Participation	
5P2	Nontraditional Completion	

LALP

Please complete the following: (Enter "X" into appropriate box)

<Enter Name> ☐ Does not request a change to the SALP for all performance measures.

<Enter Name> ☐ Requests a change to the SALP for the following performance measure(s):

Measure	Current Level	Requested Level	Reason for Request

Signature of Administrator for Project (Perkins Administrator)   Date

5.3.2.1 Field Definitions for State and Local Adjusted Levels of Performance

Field	Comments
Fiscal Agent	Name of the fiscal agent for the community college district. Auto-populated from Program Contact, Program Information and Certification form
CTDS	9-digit CTDS number of the fiscal agent. Auto-populated from Program Contact, Program Information and Certification form
Check boxes	Enter "X" into appropriate box either accepting SALP or requesting LALP. "Enter Name" is auto-populated from Program Contact, Program Information and Certification form
Measure	Measure identifier from SALP section
Current Level	Percentage indicated in SALP for applicable Measure

5.3.2.1 Field Definitions for State and Local Adjusted Levels of Performance

Field	Comments
Requested Level	Percentage district is requesting if they anticipate that they may not be able to meet SALP
Reason for Request	Supporting reason for requesting the LALP percentage change for a given Measure

5.3.2.2 Frequently Asked Questions (FAQs) for State and Local Adjusted Levels of Performance

1. **Why does this form have a signature line?**
    Perkins IV legislation requires a Local Education Agency (LEA) to accept or reject the State Levels of Performance (SALP). A signature indicates that the district representative has accepted or rejected the SALP.

2. **Who should complete this form?**
    All districts must complete this form whether they need to do an Improvement Plan or not.

3. **What should be done with this form?**
    The form can be mailed with original signature to the Lead Grants Program Specialist at ADE Career and Technical Education Section or emailed with an electronic signature to the Lead Grants Program Specialist:

    Lead Grants Program Specialist
    Arizona Department of Education
    Career and Technical Education Section
    1535 W Jefferson St, Bin #42
    Phoenix, AZ 85007
    Jeanne.roberts@azed.gov

4. **What is the purpose of this form?**
    If the district anticipates inability to meet SALP, they may complete and submit this form requesting LALP. All data cells in the form should be completed.

5. **When is the Levels of Performance Agreement due?**
    Accept the SALP or file a Request for LALP in June.

5.3.3 Final Program Levels of Performance

ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Final Program Levels of Performance
PY

Fiscal Agent:	College:	CTDS:

SALP / LALP

Perkins IV legislation states "Each eligible recipient that receives an allocation described in section 112 shall annually prepare and submit to the eligible agency... regarding the progress of such recipient in achieving the local adjusted levels of performance...(Perkins IV, Sec. 113(4)(C)

Measure	Title	SALP	FY District LALP	FY Actual	Meet 90%?
1P1	Technical Skill Attainment				
2P1	Credential, Certificate, Degree				
3P1	Student Retention or Transfer				
4P1	Student Placement				
5P1	Nontraditional Participation				
5P2	Nontraditional Completion				

Improvement Objectives

Perkins IV legislation states that if an eligible recipient fails to meet at least 90% of the SALP for any given performance measure, a program improvement plan will be developed and implemented by the eligible recipient in the succeeding year following the year in which the eligible recipient did not meet the measure. (Perkins IV, Sec. 123(b)(1)). The following section indicates any performance measure that did not meet at least 90% of the SALP and associated objectives to improve on the measure. We understand that these objectives will be included in the next year's grant application process.

Measure	Objective

Certification

THE FOLLOWING COMMUNITY COLLEGE DISTRICT OFFICIALS AND STAFF HEREBY CERTIFY that the information provided in this Final Program Levels of Performance report is true and correct to the best of our knowledge, information, and belief, and that the required information has been reported. All approved programs, services, and activities were conducted in accordance with state and federal laws, rules and regulations and in accordance with Arizona Department of Education policies and program standards.

Name & Title of Fiscal Agent Administrator/GSA Signer (Typed)

Signature of Fiscal Agent Administrator/GSA Signer (Blue Ink Only)

Date Signed (Month/Day/Year)

Name of Administrator for Project (Typed)

Signature of Administrator for Project (Blue Ink Only)

Date Signed (Month/Day/Year)

5.3.3.1 Frequently Asked Questions (FAQs) for Final Program Levels of Performance

1. When do we report actual data levels of performance on this form?
Before March 15.

Use the following forms for reporting Final Program Levels of Performance and the Action Plan for Improvement.

5.3.4 Action Plan for Program Improvement

<table>
<tr><td colspan="6">ARIZONA POSTSECONDARY CAREER AND TECHNICAL EDUCATION
Action Plan for Program Improvement
Perkins IV, Sec 123 (a)(1) & 203(e)</td></tr>
<tr><td>College:</td><td colspan="5"></td></tr>
<tr><td>Measures</td><td>Objective for Improvement</td><td>Factors Contributing to Underperformance</td><td>Strategies for Improvement</td><td>Responsible Party</td><td>Completion Date</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>1P1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2P1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3P1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>4P1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5P1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5P2</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

5.3.4.1 Frequently Asked Questions (FAQs) for Program Improvement Action Plan

1. When must an Action Plan for Program Improvement be completed?
   a. Create an Action Plan for Program Improvement for each measure that your district failed to meet by at least 90%.
   b. Action Plan is due by March 15. Complete and submit Program Levels of Performance Assurance Form, to the Postsecondary Program Specialist signed in blue by March 15.

6.0 CTE ONLINE INDUSTRY ASSESSMENTS

6.1 CTE Program Assessment List

PY 2012-2013 CTE Program Assessment List

CIP Program/Option	
01.0100.0	Environmental Service Systems Option G
01.0100.3	Plant Systems Option B
01.0100.4	Animal Systems Option C
01.0100.5	Natural Renewable Resources Systems Option D
01.0100.9	Agribusiness Systems Option F
12.0500.0	Culinary Arts
13.1200.0	Education Professions
13.1210.0	Early Childhood Education
15.0000.0	Engineering Sciences
15.1200.2	Computer Maintenance Option A
15.1200.3	Network Technologies Option B
15.1200.4	Software Development Option C
15.1200.5	Web Page Development Option D
15.1300.2	Architectural Drafting Option A
15.1300.3	Electronic Drafting Option B
15.1300.4	Mechanical Drafting Option C
41.0100.0	Bioscience
43.0100.0	Law, Public Safety and Security
43.0200.0	Fire Service
46.0400.2	Advanced Construction Technologies Option A
46.0400.3	Carpentry Option B
46.0400.4	Cabinetmaking Option C
47.0600.2	Automotive Technologies Option A
47.0600.3	Automotive Collision Repair Option B
47.0600.5	Aircraft Mechanics Option D
48.0500.2	Automation/Robotics Option A
48.0500.3	Precision Machining Option B
48.0508.0	Welding Technologies
50.0500.2	Technical Theatre Option A
50.0500.3	Arts Management Option B
51.0800.2	Pharmacy Support Services Option A
51.0800.3	Laboratory Assisting Option B
51.0800.5	Sports Medicine and Rehabilitation Services Option D
51.0800.6	Medical Assisting Services Option E
51.0900.3	Emergency Medical Services Option B
51.0900.4	Surgical Technician Option C
51.3500.0	Therapeutic Massage
51.3900.0	Nursing Services
52.0200.0	Business Management and Administrative Services
52.0300.0	Accounting and Related Services
52.0400.0	Business Operations Support and Assistant Services
52.0800.0	Financial Services
52.0900.0	Hospitality Management
52.1800.2	Professional Sales and Marketing Option A

CIP Program/Option	
52.1800.3	Advertising and Public Relations Option B
52.1800.4	Entertainment Marketing Option C
52.1800.5	Entrepreneurship Option D
52.1900.2	Fashion Design and Merchandising Option A
52.1900.3	Interior Design and Merchandising Option B

6.1.1 CTE Program Online Assessment Timeline

Assessment Timeline

Date	Activity
Each fall and spring ADE/CTE publishes an assessment timeline which outlines when registration begins, the assessment window and when certificates will be sent to the districts.	Registration for Assessments
	Assessment Window
	AZ Skill Standards Commission approve certificates to be granted
	Generate and mail transcripts
	Certificates to districts for Final Assessment - passers

6.1.2 Frequently Asked Questions (FAQS) for CTE Online Industry Assessments

1. **Who should take the CTE Online Industry Assessments?**
   Postsecondary CTE program leaders are encouraged to administer the online assessment to program concentrators in programs for which there may not be an industry assessment or when it is difficult to receive results for industry credentials/licensures.

2. **Are instructors able to view and analyze assessment content?**
   It is not possible to view the actual assessment items. However, all program standards are assessed and can be viewed at www.azed.gov/career-technical-education. Click on CTE Standards, then Technical Standards and search for the program you wish to assess.

3. **How do I register my students for the online assessment?**
   Contact Barbara Zalazinski for a password and all information related to registering and testing students. barbara.zalazinski@azed.gov or 602-542-3425.

4. **What are the procedures for administering the online assessment?**
   a. If you do not have enough computers in your classroom for every student, you will need to reserve a computer lab at your institution.
   b. Program instructors may not proctor the online assessment. An unbiased district staff person must be recruited to proctor the test.
   c. Administrative Guide is available at http://www10.ade.az.gov/CTEAssessment/Home/Links

7.0 GLOSSARY

Term	Description
Actual Level of Performance	A calculation based on the numerator divided by the denominator for each performance measure.
Administrative Costs	Expenditures incurred in the performance of administrative functions including expenses related to program planning, development, monitoring, and evaluation.
Adult Learner	See "Student – Postsecondary"
Allowable Exclusions	Students who may be removed (deleted) from the cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; those who left to serve with a foreign aid service of the Federal government, such as the Peace Corps; and those who left to serve on official church mission.
Apprenticeship	A combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation.
Approval – Final	All required documentation has been received and no further modifications are required. Final approval indicates all program and grant application components are 100% complete and have been approved.
Approval – Substantial	Fiscal and program application document have been submitted by due date. Substantial approval indicates that the major components of the program and grant applications are at 80-99% complete and further follow-up is needed. Substantial Approval may be awarded if the following components of the program and grant applications are complete: (1) OPA page with Program Contact, Program or Service to be funded identified and Certification for each college completed, signed in blue ink by the official district GSA signer and submitted to ADE (2) Program Rationale written and Strategies for reducing barriers to special populations identified (3) All Program Information pages completed (4) Objectives written for all measures of each program to be funded. (See information below regarding the Occupational Program Application (OPA)) (5) Program Improvement Objectives for performance measures not met at 90%. Modifications to the program or fiscal application are required.
Articulation Agreement	A written commitment between a secondary and postsecondary institution that: 1. Is agreed upon at the State level or approved between lead administrators 2. Provides a non-duplicated sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree within a program 3. Linked through credit transfer agreements See "Credit Transfer"
Assessment	Widely recognized and accepted in business and industry as an evaluation of a student's specific level of knowledge, skills and abilities for a given occupation.
Awards	See "Certificate", "Diploma", "Credential"
Career and Technical Education (CTE)	Organized educational activities delivered in a sequence of courses. The courses provide individuals with academic and technical knowledge and skills. The goal is to prepare individuals for further education and/or for careers in current or emerging employment sectors.
Career Cluster Crosswalk	Represents 16 occupations and broad industry groupings (see Appendix D) crosswalked with CIP codes. Further information can be obtained from the States' Career Clusters at http://www.careerclusters.org/crosswalks.cfm

Term	Description
Carl D. Perkins Act of 2006 (CPIV)	Federal rules and regulations for funding and reporting for Career and Technical Education.
CPIV Arizona 5-Year Plan	The State of Arizona plan for meeting the requirements of CPIV. Arizona submits a 5-year plan to the Office of Vocational and Adult Education (OVAE) at the U.S. Department of Education for approval.
Certificate	1. **Academic Certificate (AC)** – The Academic Certificate is a defined and coherent program of study that is recommended for students who wish to gain additional expertise in an academic area. While this program of study can result in proficiency in specified skills and competencies, as well as mastery of knowledge, it is not designed to prepare someone for employment in a specific occupation. 2. **Certificate of Completion (CC)** – The Certificate of Completion is defined as a coherent program of study that is recommended for students who wish to gain additional expertise in an occupational area. While this program of study can result in proficiency in specified skills and competencies, as well as mastery of knowledge, it is designed to prepare someone for employment in a specific occupation.
Classification of Instructional Programs (CIP)	A taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. Further information can be obtained from the National Center for Education Statistics at http://nces.ed.gov/pubs2002/cip2000/index.asp
Cohort	A grouping of students with the same attributes in order to report individual performance measures.
Cohort Timeframe	The period of time used to identify the cohort being reported on the specific indicator. For example: A cohort of concentrators in a cohort timeframe of 07/01/08 – 06/30/09 means students who meet the concentrator definition and are enrolled during 07/01/08 – 06/30/09. A cohort of participants in a cohort timeframe of 07/01/09 – 06/30/10 means students who meet the participant definition during 07/01/09 – 06/30/10)
Concentrator	A postsecondary student who: 1. Completes at least 12 transcripted academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. In order to ensure that a student has established an occupational pathway, the student must complete nine (9) technical credits with a given occupational program within a two-year time frame. (The additional 3 academic or technical credits must be completed within the 5 year timeframe); OR 2. Completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree within a 2 year timeframe.
Course – Academic	Any English, Math, Technical English, Technical Math, Integrated Math/Occupational and Integrated English/Occupational courses at or above the 100 level.
Course – Integrated	A course documented to meet institutional requirements as an English or Math emphasis occupational course at or above the 100 level.
Course – Occupational	A course that has been defined as an occupational course that provides individuals with technical knowledge and skills to prepare for further education and/or a career (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors.

Term	Description
Course – Remedial	Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Any course numbered below 100 is considered a remedial course for this measure.
Credential	See "Certificate" or "Degree"
Credit – Banked	The student receives credit for high school program classes in community college programs after the student has left high school and enrolls in the community college. Community college credit is usually placed on "hold" until a future date when a student has successfully completed a semester of work at the institution.
Credit – Concurrent and Reverse	Secondary students request and receive permission from their high school counselor to enroll in a postsecondary institution while still in high school. Upon course completion, they receive credit at the community college and submit a transcript to the secondary institution to receive secondary credit.
Credit – Dual	Secondary student receives postsecondary credit for a college level course taught at the secondary institution under an articulation agreement between the secondary and postsecondary institution. The student receives credit at both the high school and community college for program classes that address the same standards and are applicable to a college degree or certificate program. Articulation agreement follows the criteria established for a Dual Enrollment IGA as defined under Arizona Revised Statutes §15-342(13), §15-701.01(F), §15-1444(B)(4), and §15-1821.01
Credit Transfer	Secondary student receives community college transcripted credit immediately upon completion of an articulated course (i.e., dual, concurrent/reverse credit). Credit does not include forms of "banked credit"
Curricular Flow	A yearly written agreement between a secondary and postsecondary institution defining a course or sequence of courses a secondary student should take starting in high school and continuing on to community college within a program area. The curricular flow will identify those courses in which a student may receive transcripted credit.

Degree(Associate)	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work. 1. **Associate in Applied Science** –The Associate in Applied Science (AAS) degree is recommended for students who wish to gain a depth of technical expertise by completing an occupational program. 2. **Associate in Arts** – The Associate in Arts degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Liberal Arts or programs of study other than business or science. 3. **Associate in Business and/or Computer Science** – The ABUS degree is designed for students who plan to transfer to Arizona's public universities into majors in business. 4. **Associate in General Studies** – The Associate in General Studies (AGS) degree is recommended for students whose educational goals require flexibility. The AGS allows students to choose any elective courses numbered 100 or above to complete the degree and may be less appropriate for students who intend to transfer to a baccalaureate-granting institution. 5. **Associate in Science** – The Associate in Science degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors with more stringent mathematics and mathematics-based science requirements. 6. **Associate of Arts in Elementary Education** – The AAEE degree prepares students who want to major in elementary education for transfer to any public university in Arizona. Students who complete the AAEE degree will have met all of the university general education and admission requirements.
Disability Status	As used in section 1111(h)(1)I(i) of the ESEA refers to a "child with a disability," which under section 9101 of the ESEA has the same meaning as the term in section 602 of the Individuals with Disabilities Education Act. Under section 602(3) of the IDEA, the term "child with a disability" means a child "(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as `emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services."
Final Agreed Upon Level of Performance (FAUPL)	The Final Agreed Upon Performances Levels (FAUPL) that have been negotiated between OVAE and CTE. Each eligible recipient is required to agree to, or re-negotiate these levels with CTE on an annual basis. (See Appendix A)
General Statement of Assurance (GSA) Signers	District personnel who are authorized signers in the ADE Grants Management System for the fiscal year of the grant. A General Statement of Assurance (GSA) guarantees accountability to the United States and Arizona by the recipients of Federal and State grants that funds will be regulated and administered in accordance with applicable Federal and State statutes.
Graduate	Left the institution after fulfilling requirements for a certificate, credential or degree whether or not the student received the official award.

Indirect Costs	Indirect costs (or overhead) are expenses that have been incurred for purposes common to all Perkins programs/services, but which cannot be identified and charged directly to each individual program/service without an inordinate amount of tracking and accounting. These expenses range from utilities, building maintenance and renovation to accounting, payroll and costs of the community college.
IPEDS	IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the Federal student financial aid programs. IPEDS authorizes the rules for reporting Race/Ethnicity categories.
Left or Exited Institution (Leaver)	A student is not enrolled in any classes at the institution. The exit year is the last year of the last enrollment in classes.
Local Adjusted Level of Performance (LALP)	The percentage level that the eligible recipient submits and negotiates with the State for one or more of the performance measures. The negotiation will be based on comparisons with recipients with comparable demographics and continuous improvement.
Migrant Status	As used in section 1111(h)(1)I(i) of the ESEA is not defined; however, the DOE strongly encourages a State to use the same definition of "migrant status" as a State uses in its annual State report card and as approved in its Consolidated State Accountability Workbook.
Nontraditional Occupations	An occupation or field of work for which individuals from one gender comprise less than 25 percent of the labor force. See Appendix F for Nontraditional Program List. See "Special Pops – Nontraditional Student"
Office of Vocational and Adult Education (OVAE)	Federal office responsible for the State's adherence to the regulations defined in Carl Perkins IV legislation.
Participant	A postsecondary student who has earned one or more transcripted occupational credits in any CTE program area in the reporting year.
Program	A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution that leads to a certificate, degree or credential. See "Classification of Instructional Programs (CIP)
Programs of Study	A framework of study to provide non-duplicative coursework from secondary to postsecondary. A program of study identifies academic and occupational courses to ensure non-duplication.

Race and Ethnicity Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directive No. 15) that was issued by the Office of Management and Budget (OMB) in 1997 See Appendix E	1. **American Indian or Alaskan Native –** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment. 2. **Asian –** A person having origins in any of the original peoples of the Far East, East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. 3. **Black or African American –** A person having origins in any of the Black racial groups of Africa. 4. **Hispanic or Latino –** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin. 5. **Native Hawaiian or Other Pacific Islander –** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. 6. **White –** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. 7. **Two or More Races –** A person belonging to two or more racial groups. 8. **Race and/or Ethnicity Unknown –** A postsecondary student <u>only</u> who does not self-identify a race and/or ethnicity on a local information collection.
Remediation	Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. See "Courses – Remedial"
Reporting Year	Reporting year is a 12 month period of enrollment. It begins July 1 and ends June 30 annually.
Retention	Indicator of student persistence within an education program at a given institution. Consists of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
Services – College/District	Services provided by a specific college or the college district to implement, report, and sustain quality career and technical education programs.
Services – Student Support	Services provided to those special population students to ensure their full participation and success in career and technical education. These support services include such services as assistance with transportation, child care, dependent care, tuition, books, and supplies as approved by the Postsecondary Program Specialist.
Special Pops – Disabled	An individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (ADA)). Under section 3(2) of the ADA, the term "disability" means, with respect to an individual, (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such impairment.
Special Pops – Displaced Homemaker	An individual who: 1. Has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; **and** 2. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment

Special Pops – Economically Disadvantaged	Individuals from economically disadvantaged families, including foster children and/or a student who is the recipient of a Federal Pell Grant.
Special Pops – Limited English Proficiency	A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and 1. Whose native language is a language other than English; or 2. Who lives in a family or community environment in which a language other than English is the dominant language
Special Pops –Nontraditional Student	A student enrolled in an occupational program that has been identified as a nontraditional occupation.
Special Pops – Single Parent	Any individual who has custody and responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence. Also includes single pregnant women.
State Adjusted Level of Performance (SALP)	A negotiated percentage level for each performance measure that the State negotiates with the Office of Vocational and Adult Education. The level is based on OVAE's comparison with other states and continuous improvement.
Stopped out	A student who left the institution and returned at a later date.
Student Accountability Information System (SAIS)	A centralized, coordinated repository of K-12 educational data in the State. The SAIS system is an electronic system that facilitates the efficient and timely transmission of data from Local Education Agencies (LEAs) to the Arizona Department of Education (ADE). In the future, the SAIS ID system may be available and useful for postsecondary and Tech Prep tracking.
Student – Postsecondary	A student who no longer attends a high school (either has graduated high school or obtained a general education diploma or meets other community college entrance requirements) **and** has enrolled in a community college.
Student – Tech Prep (Secondary)	A student who participates in a high school occupational program that has a State identified and approved curricular flow agreement between a high school and postsecondary institution.
Student – Tech Prep (Postsecondary)	A student who: 1. Has graduated from high school or completed a GED, and 2. Completed the secondary components of a tech prep program, and 3. Has enrolled in postsecondary education.
Technical Skill Attainment	Technical Skill Attainment is achieved when a CTE student passes an ADE approved Technical Skill assessment. Only assessments approved by ADE are to be utilized in collection of this data.
Transfer	Students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the revised cohort minus allowable exclusions. See "Allowable Exclusions"
Unduplicated Count	The sum of students enrolled for credit, with each student counted only once during the reporting period, regardless of when the student enrolled.
Year – Grant	A 15-month cycle in which funds can be spent for a specific program year. The cycle runs from July 1 to September 30 (i.e., July 1, 2009 – September 30, 2010).
Year – Program	A 12-month cycle within the Grant Year for which annual reporting will occur. The cycle runs from July 1 to June 30 (i.e., July 1, 2009 – June 30, 2010).

8.0 APPENDICES

8.1 APPENDIX A: Annual Performance Measures FAUPL and Due Dates

The Final Agreed Upon Performance Levels (FAUPL) have been negotiated between OVAE and CTE. Each eligible recipient is required to agree to, or re-negotiate these levels with CTE on an annual basis. See section 5.3.2 – State and Local Levels of Performance for further information.

Performance Measures: These Performance Measures levels will be provided each year to the districts and can be found on the ADE/CTE website.

Measure
1P1 Technical Skill Attainment
2P1 Credential, Certificate, or Diploma
3P1 Student Retention or Transfer
4P1 Student Placement
5P1 Nontraditional Participation
5P2 Nontraditional Completion

Due Dates – If any of the due dates below fall on a Saturday or Sunday, the item is due the following Monday.

Due Date	Item / Document / Report
March 15	Levels of Performance Agreement due (SALP or LALP), Final Levels of Performance Form and Action Plan for Program Improvement, if needed
June 15	Federal Perkins Grant and Occupational Program Application substantial or final approval
July 1	Beginning date of new fiscal grant period
June 30	Final Federal Perkins Grant Amendment (due 90 days before grant period ends)
October 15	CAR Form III – Participant and Concentrator Enrollment Reports/Tech Prep
November 15	CAR Form IV – Grant Accountability Report and CAR Tech Prep Indicators 1P1, 2P1, 3P1, 4P1, 5P1, 5P2, 1PTP1, 1PTP2, 1PTP3, 1PTP4, 1STP1, 1STP2, 1STP4, 1STP5
November 30	Final Narrative Report
Dec. 31	Completion Report (Financial)
Sept. 30	End of grant period
March 31	Mid-Year Narrative Report
NOTE	All accountability deadlines occur on a 12-month cycle regardless of the Federal Perkins Grant cycle which is a 15-month cycle. A more detailed reporting timeline supplement will be disseminated each year in the spring

8.2 APPENDIX B: Performance Measures

Measure	Description
1P1 Technical Skill Attainment	**Numerator:** Number of <u>CTE concentrators</u> who passed technical skill or end of program assessments that are aligned with industry-recognized standards, during the reporting year **Denominator:** Number of <u>CTE concentrators</u> who took technical skill or end of program assessments during the reporting year
2P1 Credential, Certificate, or Diploma	**Numerator:** Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year **Denominator:** Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year
3P1 Student Retention or Transfer	**Numerator:** Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year **Denominator:** Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year
4P1 Student Placement	**Numerator:** Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30) will be assessed between October 1 and December 31 **Denominator:** Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year
5P1 Nontraditional Participation	**Numerator:** Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year **Denominator:** Number of <u>CTE participants</u> who participated in a program that leads to employment in a nontraditional field during the reporting year
5P2 Nontraditional Completion	**Numerator:** Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year **Denominator:** Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year

8.3 APPENDIX C: Community College Programs with Identified Industry Assessments

CIP	Program	Reporting College/District	Assessment	Type of Assessment	Assessment Agency
01.0100	Agricultural Business Management - Agriscience	Yavapai	Post Test CTE Online Industry Assessment	State	Arizona Nursery Association (ANA) - azna.org American Ferriers Association (AFA) - americanfarriers.org Arizona Skill Standards Commission
10.0200	Multimedia Technologies	Eastern Arizona Maricopa CCD Yavapai	CTE Online Industry Assessment in Development CILECT AC Certification	State/National	Arizona Skill Standards Commission CILECT - cilect.org
10.0300 10.0304	Graphic Communications	Cochise	CTE Online Industry Assessment in Development	State	Arizona Skill Standards Commission
12.0401	Cosmetology	Northland Pioneer	National Interstate Council of State Boards of Cosmetology	National	Arizona State Board of Cosmetology – azboc.gov
12.0500 12.0503 12.0599	Culinary Arts	Cochise Mohave	ServSafe Exam CTE Online Industry Assessment	National	ServSafe - servsafe.com Arizona Skill Standards Commission National/Arizona Restaurant Association
13.1200 16.1603	Education and Training: Education Professions	Coconino Maricopa CCD	Arizona Educator Proficiency Assessment (AEPA) HEA Title II National Interpreter Certification CTE Online Industry Assessment	State/National	ADE Certification - azed.gov/educator-certification/ US Department of Education – ed.gov Registry of Interpreters for the Deaf – rid.org Arizona Skill Standards Commission
13.1210	Education and Training: Early Childhood Education	Coconino	Child Development Associate Credential (CDA) CTE Online Industry Assessment	National	The Council for Professional Recognition – cdacouncil.org Arizona Skill Standards Commission
15.0505	Alternative Energy Technology	Coconino	PV Entry Level Installer Certification	National	North American Board of Certified Energy Practitioners (NABCEP) – nabcep.org
15.1100 15.1102	Engineering Sciences: Surveying Technology	Maricopa CCD	ESRI Certification Fundamentals of Engineering (FE) Exam Principles and Practice of Engineering (PE) Exam NICET Exam	National	Environmental Systems Research Institute (ESRI) – esri.com National Council of Examiners for Engineering and Surveying (NCEES) – ncees.org National Institute for Certification in Engineering Technologies (NICET) – nicet.org
15.1200 15.1202	Information Technologies	Coconino Maricopa CCD Northland Pioneer Yavapai	CISCO Certified Network Associate (CCNA) Computer TIA A+ and N+ Red Hat Certified Technician (RHCT) Red Hat Certified Engineer (RHCE) CTE Online Industry Assessment	National	CISCO – cisco.com Computer TIA – comptia.org Red Hat Linux Networking and Security Administration – redhat.com Arizona Skill Standards Commission

15.1300 15.1302	Drafting and Design Technologies	Arizona Western Eastern Arizona Maricopa CCD Yavapai	Architectural Drafting CTE Online Industry Assessment Mechanical Drafting CTE Online Industry Assessment Autodesk CNC Operator Certificate	State/National	Arizona Skill Standards Commission Autodesk – usa.autodesk.com Haas Automation, Inc. (HAAS) – haascnc.com Eastern Arizona College (EAC) – eac.edu
16.1603	Sign Language Interpretation and Translation	Coconino	National Interpreter Certification	National	Registry of Interpreters for the Deaf – rid.org/education/testing
43.0100	Law, Public, Safety and Security	Yavapai	Comprehensive Final Examination (CFE)	Certified Peace Officer	Arizona Peace Officer Standards and Training Board http://www.azpost.gov/
43.0200 43.0201 43.0203	Fire Service	Arizona Western Central Arizona Cochise Eastern Arizona Northland Pioneer Pima Yavapai	State Fire Marshal Exam Fire Science Technology Certification Wild Land Firefighter Fire Officer Leadership Firefighter I and II - Practical and Written Exam Firefighting Strategies and Tactics AZCFSE Testing CTE Online Industry Assessment	State/National	Office of the AZ State Fire Marshal – dfbls.az.gov/ofm.aspx International Fire Science Accreditation Congress (IFSAC) – ifsac.org National Wildfire Coordinating Group (NWCG) – nwcg.gov National Fire Academy (NFA) – usfa.fema.gov/nfa Arizona Center for Fire Service Excellence (AZCFSE) – azfiretraining.org Arizona Division of Emergency Management (ADEM) – dem.azdema.gov American Society of Home Inspectors (ASHI) – ashi.org Arizona Skill Standards Commission
46.0300	Electrical and Power Transmission Technologies	Arizona Western Pima	NCCER Certification Photovoltaic (PV) Entry Level Certificate of Knowledge Exam NICET Exam Nuclear Regulatory Commission Exam	National	NCCER – nccer.org North American Board of Certified Energy Practitioners (NABCEP) – nabcep.org NICET Nuclear Regulatory Commission - nrc.gov
46.0400 46.0401	Construction Technologies	Arizona Western Yavapai Pima	NCCER Certification Home Energy Rater Service (HERS) National Exam Residential Energy Services Network (RESNET) National Exam Residential Building Inspector CTE Online Industry Assessment OSHA Construction Cert. International Mechanical Code (State air conditioning or heating contractor's exam C-39) Photovoltaic (PV) Entry Level Certificate of Knowledge Exam	National National National State National	NCCER– nccer.org HERS – energyraterservices.com RESNET – resnet.us Arizona Skill Standards Commission International Code Council – iccsafe.org http://www.oshacampusonline.com/states/arizona.html State Registrar of Contractors – azroc.gov North American Board of Certified Energy Practitioners (NABCEP) – nabcep.prg

47.0100	Electrical Systems Installation and Maintenance Technologies	Arizona Western	NCCER Certification Associate Level Certified Electronic Technician (CET) Exam Associate Electronics Technician (CETa) Nuclear Regulatory Commission Exam NICET Exam	National	NCCER International Society of Certified Electronic Technicians (ISCET) – iscet.org Electronics Technicians Association (ETA) – eta-i.org Nuclear Regulatory Commission NICET
47.0200	Heating, Ventilation and Air Conditioning (HVAC)	Arizona Western	NATE Certification Section 608 Certification	National	North American Technician Excellence, Inc. (NATE) – natex.org Esco Institute – escoinst.com
47.0300 47.0302	Heavy/Industrial Equipment Maintenance Technologies	Northland Pioneer Central Arizona	Industrial Core Industrial Maintenance Mechanic Level 1	National	NCCER
47.0600 47.0604 47.0607 47.0605	Transportation Technologies	Arizona Western Central Arizona Eastern Arizona Maricopa CCD Pima Yavapai	Automotive Service Excellence (ASE) Certification AAS Diesel/Heavy Equipment Technology Certification Toyota Technical Education Network Exams MACS Section 609 Certification Airframe-Federal Regulatory Exam Powerplant-Federal Regulatory Exam General-Federal Regulatory Exam CTE Online Industry Assessment Private Pilot	National	ASE – ase.com National Automotive Technicians Education Foundation (NATEF) – natef.org Automotive Youth Education Society (AYES) Associated Equipment Distributors – aednet.org Toyota Technology Education Network Mobile Air Conditioning Society (MACS) – macsw.org AEDF-Associated Equipment Distributors Foundation. aedfoundation.org Federal Aviation Administration (FAA) – faa.gov Arizona Skill Standards Commission National Center for Construction Education and Research (NCCER) – nccer.org
48.0500	Precision Manufacturing	Maricopa CCD	NIMS Level 1 Certification	National	National Institute of Metal Working Skills (NIMS) – nims-skills.org
48.0508	Welding Technologies	Arizona Western Eastern Arizona Mohave Northland Pioneer Yavapai Central Arizona Pima	National Center for Construction Education Research (NCCER) Certification Level 1 Entry Level Welder Level 2 Advanced Welder CTE Online Industry Assessment Welding Tech Certificate Structural Welding/Steel D1.1 American Welding Society Certification	National	American Welding Society (AWS) - aws.org NCCER Arizona Skill Standards Commission

51.0600 51.0602	Dental Assisting	Maricopa CCD Mohave	Dental Hygiene Certification National Dental Hygiene Certification Exam (NDHCE) American Dental Association Joint Commission on National Dental Exam	State/National	AZ State Board of Dental Examiners (ASBDE) – azdentalboard.us American Dental Association (ADA) – ada.org Commission on Dental Accreditation (CODA)
51.0800 51.0801 51.0802 51.0810	Allied Health Services	Central Arizona Cochise Coconino Eastern Arizona Maricopa CCD Northland Pioneer Pima	Medical Assistant Exam American Medical Technologists Certification Personal Fitness Trainer National Strength and Conditioning Association Certification Clinical Research Coordinator Exam National Registry Test for EMT ASCP or AMT Phlebotomy Exam	State/National	American Medical Technologies – amtwoundcare.com American Council of Exercise – acefitness.org National Strength and Conditioning Association (NSCA) – nsca-lift.org Association of Clinical Research Professionals (ACRP) – acrpnet.org National Registry of Emergency Medical Technicians – nremt.org Arizona Department of Health – azdhs.gov American Society for Clinical Pathology (ASCP) – ascp.org National Healthcareer Association (NHA) – nhanow.com
51.0900 51.0904 51.0908 51.0911 51.0913	Diagnostic and Intervention Technologies	Arizona Western Central Arizona Cochise Eastern Arizona Maricopa CCD Pima Yavapai	National Registry Board Exam AAS Radiologic Technology National Registry of Radiation Protection Technologists (NRRPT) Exam National Registry Test for EMT Entry Level Respiratory Therapist (CRT) National AZ Certified Emergency Medical Technician Emergency Medical Technician-Basic Emergency Medical Technician-Paramedic Emergency Medical Services Arizona Respiratory Therapist Temporary License NSCA Exam	State/National	American Registry of Radiologic Technicians (ARRT) – arrt.org Joint Review Committee on Education in Radiologic Technology (JRCERT) – jrcert.org NRRPT – nrrpt.org National Registry of Emergency Medical Technicians National Board for Respiratory Care – nbrc.org Arizona Dept. of Health Arizona State Board of Respiratory Care Examiners – rb.state.az.us National Strength and Conditioning Association (NSCA)
51.3800 51.3801	Nursing	Arizona Western Central Arizona Cochise Coconino Eastern Arizona Maricopa CCD Mohave Northland Pioneer Yavapai	NCLEX – RN National Council of State Board of Nursing Certificate for LPN RN License	State/National	AZ State Board of Nursing – azbn.gov

51.3900 **51.3901** **51.3990**	Nursing Services	Arizona Western Central Arizona Cochise Coconino Eastern Arizona Maricopa CCD Mohave Northland Pioneer Yavapai	AAS Nursing Degree NCLEX-RN Nursing License LPN Certificate CNA Certificate CNA State Board of Nursing Certification NCLEX – PN Nursing License CTE Online Industry Assessment Nursing Assistant **Certified Medication** **Assistant** **ASCP or AMT Phlebotomy** **Exam** **National Registry Test for** **EMT**	State/National	AZ State Board of Nursing National League for Nursing Accreditation – nlnac.org National Council of State Boards of Nursing (NCSBN) – ncsbn.org Arizona Skill Standards Commission **American Society for** **Clinical Pathology and** **American Technologists –** **ascp.org** **National Registry of** **Emergency Medical** **Technicians – nremt.org**
52.0200 52.0201	Business Management and Administrative Services	Maricopa CCD	CTE Online Industry Assessment	State	Arizona Skill Standards Commission
52.0400 52.0411	Business Operations Support and Assistant Services	Maricopa CCD	Kenexa Prove It CTE Online Industry Assessment	State/National	Kenexa Prove It – proveit.com Arizona Skill Standards Commission

8.4 APPENDIX D: Career Clusters

The U.S. Department of Education Office of Vocational and Adult Education (OVAE) identified 16 career clusters representing career opportunities for the 21st century economy. These clusters will frame student opportunities as they pursue postsecondary education and a wide range of career opportunities from career beginnings to professional and managerial careers. For further information on the States' Career Cluster Initiative, go to the website, http://www.careerclusters.org/.

Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. *Agriculture Business Management - Agriscience*
Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment. *Carpentry Technologies; Heavy Equipment Operations; Construction Technologies; Plumbing Services; Drafting and Design Technologies; Electrical and Power Transmission Technologies; Heating, Ventilation and Air Conditioning*
Arts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. *Electrical Systems Installation Maintenance Technologies; Graphic Communications; Audio/Visual Technologies; Performing Arts and entertainment Industry*
Business, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. *Accounting and Related Services; Business Management and Administrative Services*
Education & Training	Planning, managing and providing education and training services, and related learning support services. *Education Professions; Early Childhood Education*
Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management. *Financial Services*
Government & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. *Nursing Services; Allied Health Services; Diagnostic and Intervention Technologies; Dental Assisting; Mental and Social Health Services' Therapeutic Massage; Bioscience*
Hospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. *Culinary Arts; Hospitality Management*
Human Services	Preparing individuals for employment in career pathways that relate to families and human needs. *Cosmetology*
Information Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services. *Information Technologies*
Law, Public Safety, Corrections & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. *Fire Science; Law, Public Safety and Security*
Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. *Precision Manufacturing; Electronic Technologies; Welding Technologies*
Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives. *Design and Merchandising; Marketing, Management and Entrepreneurship*
Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. *Engineering Technologies*
Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. *Transportation Technologies*

8.5 APPENDIX E: Race/Ethnicity Reporting

Changes to Race/Ethnicity Reporting by IPEDS

On October 19, 2007, the U.S. Department of Education posted to the Federal Register the "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education." (See the Federal Register, Volume 72, Number 202, pp. 59266-59279: http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf). The proposed changes are necessary for the Department to implement the Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting and Presenting Federal Data on Race and Ethnicity. IPEDS will adopt new aggregate categories for reporting R/E data in accordance with the final guidance.

The guidance issued by the Department covers two separate issues: (1) the collection of R/E data by institutions and (2) the reporting of aggregate data to the Department. For collecting R/E data, institutions must use a two-question format, and the Department encourages institutions to re-survey students and staff (the two-question format is as follows: The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White). For further details on the guidance for collecting data, please see the full Federal Register notice. For reporting aggregate data to the Department, the guidance identifies nine categories that will be used for IPEDS. The current and new race/ethnicity categories for reporting data to IPEDS are outlined below:

Past IPEDS Reporting Categories	New IPEDS Reporting Categories
1) Non-Resident Alien 2) Race and Ethnicity unknown 3) Black, non-Hispanic 4) American Indian/Alaskan Native 5) Asian/Pacific Islander 6) Hispanic 7) White, non-Hispanic	1) Nonresident Alien 2) Race and Ethnicity unknown 3) Hispanics of any race For non-Hispanics only: 4) American Indian or Alaska Native 5) Asian 6) Black or African American 7) Native Hawaiian or Other Pacific Islander 8) White 9) Two or more races

Educational institutions will be required to implement this guidance in order to report data for the 2010-2011 school year. Under the guidance, although not required to do so, educational institutions already collecting individual-level data in the manner specified by the notice are encouraged to immediately begin reporting aggregate data to the Department. However, because the 2007-08 IPEDS data collection year is already underway, the new R/E reporting categories will not be available for reporting in IPEDS until the 2008-09 collection year, which begins in Fall 2008.

The IPEDS Technical Review Panel (TRP) discussed the implementation of changes to race/ethnicity reporting in IPEDS in November 2006 after the Department issued preliminary guidance on August 6, 2006. Based on suggestions from that meeting of the TRP, changes to reporting race/ethnicity in IPEDS will be fully implemented as outlined below.

2008-09 and 2009-10 Collection Years
Optional years for all components: Reporting using new race/ethnic categories will be voluntary: All five relevant IPEDS components (Fall Enrollment, Human Resources, Completions, 12-Month Enrollment, and Graduation Rates) will allow a combination of current and new race/ethnic submissions, and therefore IPEDS components would have five current race/ethnic categories plus seven new race/ethnic categories plus two remaining categories ("Race and Ethnicity Unknown" and "Non-resident alien") - a combined

"5+7+2 format". Although the desire is that institutions will be able to collect and report the new race/ethnic data at this time, institutions would have the option to submit data using any of the following approaches:

- Exclusively use seven new race/ethnic categories for everyone at the institution
- Exclusively current five race/ethnic categories for everyone at the institution
- Use "mixed reporting" - current categories for some individuals and new categories for others. The anticipation is that few institutions would select this option since it will be the most complex.

2010-11 Collection Year

- Mandatory year for Fall Enrollment and Human Resources: Reporting using new race/ethnicity categories will be required.
- Optional year for Completions, 12-Month Enrollment and Graduation Rates Reporting using the new categories will remain optional; data in these components will be collected using the 5+7+2 format.

2011-12 and Beyond Collection Years

- Mandatory years for all IPEDS components: Institutions will be required to report using only the new race/ethnicity categories.

In the years with components that have optional reporting, institutions can report one way for one IPEDS component and another for other IPEDS components. The expectation is that most will report using new race/ethnic categories for Completions, 12-Month Enrollment, and Graduation Rates the year after they report using new race/ethnic categories for Fall Enrollment and Human Resources. The following table summarizes the proposed reporting timeline.

IPEDS Collection Year	Fall Enrollment and Human Resources	Completions, 12-Month Enrollment, and Graduation Rates
2008-09 and 2009-10	mixed format (5+7+2)	mixed format (5+7+2)
2010-11	new format (7+2) only	mixed format (5+7+2)
2011-12 and beyond	new format (7+2) only	new format (7+2) only
"5" includes: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; White, non-Hispanic "7" includes: Hispanics of any race; For non-Hispanics only: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races "2" includes: Race and Ethnicity Unknown and Nonresident Alien		

Additionally, the IPEDS TRP made suggestions for how IPEDS will make data collected using the combined 5+7+2 format available through the various IPEDS reporting tools. Accordingly, race/ethnicity data during the transition years will be displayed within IPEDS tools in the following way:

- **College Navigator**: only "selected race/ethnic categories" (Hispanic, American Indian or Alaskan Native, Black non-Hispanic, White non-Hispanic, Asian or Pacific Islander) will be displayed since data for other categories would not be comparable across institutions.
- **Peer Analysis System (PAS)**: the selected categories reported in College Navigator will be provided as well as the raw data submitted plus a flag indicating whether data were submitted using the old, new, or mixed categories.
- **Data Feedback Reports and Executive Peer Tool (ExPT)**: new race/ethnicity categories will be used when available and selected College Navigator categories during years when combined format is used.
- **Data Analysis System (DAS) and First Looks (formerly E.D. Tabs)**: data will be reported as they are displayed in College Navigator.

What are the implications of this proposal for postsecondary institutions?

New IPEDS R/E reporting will be available beginning in the next collection year (2008-09) and will be mandatory for data reported on the 2010-11 school year. Institutions are encouraged to make the transition to the new racial categories for the 2008-09 IPEDS collection year in conjunction with their state reporting systems, as appropriate. To prepare, institutions are encouraged to begin to have internal and system level discussions regarding how and when to collect R/E data under the new formats to allow for reporting to IPEDS under the timeframe outlined above. Consideration should be given to how the data will be stored; whether any mapping or bridging strategy is appropriate; how the data will be aggregated for reporting to IPEDS; how related decisions and changes in systems and processes will be documented. Institutions need to determine whether to, and if so, when they will re-survey students and employees, including whether this will be a one-time re-survey or make it part of all future registrations. They will need to determine procedures for maintaining and updating their files, as well as how to handle any missing data for students and employees who may not be at the institution at the time of the re-survey.

Definitions for New Race and Ethnicity Categories

Race/ethnicity (new definition)
Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Individuals are asked to first designate ethnicity as:
- Hispanic or Latino or
- Not Hispanic or Latino

Second, individuals are asked to indicate one or more races that apply among the following:
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Hispanic or Latino
A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
American Indian or Alaska Native
A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian
A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American
A person having origins in any of the black racial groups of Africa.
Native Hawaiian or Other Pacific Islander
A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White
A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Nonresident alien

A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Note: Nonresident aliens are to be reported separately in the places provided, rather than in any of the racial/ethnic categories described above.

Resident alien (and other eligible non-citizens)

A person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian). Note: Resident aliens are to be reported in the appropriate racial/ethnic categories along with United States citizens.

Race/ethnicity unknown

The category used to report students or employees whose race and ethnicity are not known.

8.6 Appendix F: FY2014 Program List with Nontraditional Gender

<table>
<tr><th colspan="4">2014 CTE PROGRAM LIST</th></tr>
<tr><th>CIP #</th><th>CTE PROGRAM</th><th>Carnegie Units Required</th><th>NonTrad</th></tr>
<tr><td>52.0300.00</td><td>Accounting and Related Services</td><td>2</td><td>Male</td></tr>
<tr><td>46.0400.20</td><td>Advanced Construction Technologies</td><td>2</td><td>Female</td></tr>
<tr><td>52.1800.30</td><td>Advertising and Public Relations</td><td>2</td><td>*</td></tr>
<tr><td>01.0100.90</td><td>Agribusiness Systems</td><td>3</td><td>Female</td></tr>
<tr><td>49.0100.00</td><td>Air Transportation</td><td>3</td><td>Female</td></tr>
<tr><td>47.0600.50</td><td>Aircraft Mechanics</td><td>3</td><td>Female</td></tr>
<tr><td>01.0100.40</td><td>Animal Systems</td><td>3</td><td>Female</td></tr>
<tr><td>10.0200.60</td><td>Animation</td><td>3</td><td>*</td></tr>
<tr><td>15.1300.20</td><td>Architectural Drafting</td><td>2</td><td>Female</td></tr>
<tr><td>50.0500.30</td><td>Arts Management</td><td>2</td><td>Female</td></tr>
<tr><td>48.0500.20</td><td>Automation/Robotics</td><td>3</td><td>Female</td></tr>
<tr><td>47.0600.30</td><td>Automotive Collision Repair</td><td>3</td><td>Female</td></tr>
<tr><td>47.0600.20</td><td>Automotive Technologies</td><td>3</td><td>Female</td></tr>
<tr><td>41.0100.00</td><td>Bioscience</td><td>2</td><td>*</td></tr>
<tr><td>52.0200.00</td><td>Business Management and Administrative Services</td><td>2</td><td>*</td></tr>
<tr><td>52.0400.00</td><td>Business Operations Support and Assistant Services</td><td>2</td><td>Male</td></tr>
<tr><td>46.0400.40</td><td>Cabinetmaking</td><td>2</td><td>Female</td></tr>
<tr><td>46.0400.30</td><td>Carpentry</td><td>2</td><td>Female</td></tr>
<tr><td>15.1200.20</td><td>Computer Maintenance</td><td>2</td><td>*</td></tr>
<tr><td>12.0400.00</td><td>Cosmetology</td><td>2</td><td>Male</td></tr>
<tr><td>12.0500.00</td><td>Culinary Arts</td><td>2</td><td>Female</td></tr>
<tr><td>51.0600.00</td><td>Dental Assisting</td><td>2</td><td>Male</td></tr>
<tr><td>47.0600.40</td><td>Diesel Engine Repair</td><td>3</td><td>Female</td></tr>
<tr><td>10.0200.50</td><td>Digital Photography</td><td>3</td><td>Female</td></tr>
<tr><td>10.0200.20</td><td>Digital Printing</td><td>3</td><td>Female</td></tr>
<tr><td>13.1210.00</td><td>Early Childhood Education</td><td>2</td><td>Male</td></tr>
<tr><td>13.1200.00</td><td>Education Professions</td><td>2</td><td>Male</td></tr>
<tr><td>15.0300.00</td><td>Electronic Technologies</td><td>3</td><td>Female</td></tr>
<tr><td>15.1300.30</td><td>Electronics Drafting</td><td>2</td><td>Female</td></tr>
<tr><td>51.0900.30</td><td>Emergency Medical Services</td><td>2</td><td>*</td></tr>
<tr><td>150000.00</td><td>Engineering Sciences</td><td>3</td><td>Female</td></tr>
<tr><td>52.1800.40</td><td>Entertainment Marketing</td><td>2</td><td>*</td></tr>
<tr><td>52.1800.50</td><td>Entrepreneurship</td><td>2</td><td>*</td></tr>
</table>

01.0100.00	Environmental Service Systems	2	Female
52.1900.20	Fashion Design and Merchandising	2	*
10.0200.90	Film & TV	3	Female
52.0800.00	Financial Services	2	*
43.0200.00	Fire Service	2	Female
01.0100.20	Food Products and Processing Systems	3	Female
10.0200.30	Graphic/ Web Design	3	*
47.0200.00	Heating, Ventilation and Air Conditioning	2	Female
49.0200.00	Heavy Equipment Operations	2	Female
47.0300.00	Heavy/Industrial Equipment Maintenance Technologies	3	Female
52.0900.00	Hospitality Management	2	*
46.0300.30	Industrial Electrician	2	Female
52.1900.30	Interior Design and Merchandising	2	*
10.0200.40	Journalism	3	*
51.0800.30	Laboratory Assisting	2	Male
43.0100.00	Law, Public Safety and Security	2	Female
15.1300.40	Mechanical Drafting	2	Female
51.0800.60	Medical Assisting Services	2	Male
51.0800.40	Medical Imaging Support Services	2	Male
51.1500.00	Mental and Social Health Services	2	Male
10.0200.00	Music/Audio Production	3	Female
01.0100.50	Natural Renewable Resources Systems	3	Female
15.1200.30	Network Technologies	2	*
51.3900.00	Nursing Services	2	Male
51.0800.20	Pharmacy Support Services	2	Male
01.0100.30	Plant Systems	3	Female
01.0100.60	Power, Structural and Technical Systems	3	Female
48.0500.30	Precision Machining	2	Female
52.1800.20	Professional Sales and Marketing	2	*
46.0300.20	Residential Electrician	2	Female
51.0900.20	Respiratory Therapy Technician	2	*
15.1200.40	Software Development	2	*
51.0800.50	Sports Medicine and Rehabilitation Services	2	Male
51.0900.40	Surgical Technician	2	*
50.0500.20	Technical Theatre	2	Female
51.3500.00	Therapeutic Massage	2	Male
15.1200.50	Web Page Development	2	*
48.0508.00	Welding Technologies	2	Female

	From this point forward are programs that meet local occupational need:			
28.0101.00	Airforce JROTC	2+	*
28.0301.00	Army JROTC	2+	*
28.0402.00	Navy/Marine Corp JROTC	2+	*
15.0506.00	Environmental Control Technologies Water Operator	2+	Female
51.0808.00	Veterinary/Animal Health Technician/Veterinary Assistant	2+	Male

Orange - New Communications Media Programs *(Replaces Multimedia Technologies)*

Purple - Emerging Program

Blue- Districts must show local need, outcomes, and approved program elements by submitting a "Proposed Occupational Program Request. Request form located: http://www.azed.gov/career-technical-education/forms/
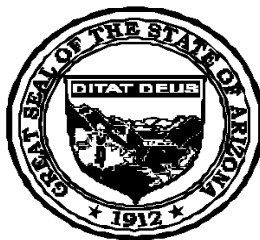
Arizona		Office of
Department of Education		**The Auditor General**

USFR MEMORANDUM NO. 185

TO:	School District Administrators; County School Superintendents
FROM:	Magdalene D. Haggerty, Office of the Auditor General
	Scott W. Thompson, Arizona Department of Education
DATE:	December 12, 2001
SUBJECT:	Guidance for Coding Expenditures in the Maintenance and Operation, Unrestricted Capital Outlay, and Soft Capital Allocation Funds

The Unrestricted Capital Outlay (UCO) and Soft Capital Allocation (SCA) Funds may only be used as described in Arizona Revised Statutes (A.R.S.) §§15-903(C) and 15-962(D). However, for various reasons, these statutes have not been consistently applied over the years, which has resulted in differences within a district from year to year and among districts regarding how capital expenditures are recorded. The intent of this Memorandum, including the attached Capital Determination Chart, Capital Supplies List, Other Capital List, and Non-Capital List is to promote greater consistency within a district from year to year and among districts by clarifying which expenditures should and should not be recorded in these funds. **The effective date of this memorandum is July 1, 2002.** However, districts may implement early.

When it is determined that an item is capital, it may be purchased from the UCO or SCA Funds or another appropriate special revenue fund, but it cannot be purchased from the Maintenance and Operation (M&O) Fund. Similarly, when it is determined that an item is non-capital, it may be purchased from the M&O Fund or an appropriate special revenue fund, but it cannot be purchased from the UCO or SCA Funds. Essentially, the expenditures appropriate from the M&O Fund and those appropriate from the UCO and SCA Funds are mutually exclusive.

The M&O Fund is the general fund of the district and as such accounts for all financial resources of the district, except those required to be accounted for in other funds. The UCO and SCA Funds were established to account for district expenditures related to capital purposes and certain non-capital expenditures described in statute. The primary difference between the UCO and SCA Funds is that the SCA Fund must be expended first for short-term capital items (not land and buildings) that are required to meet the adequacy standards prescribed in A.R.S. §15-2011 and adopted by the School Facilities Board, with the option of using any remaining funds for administrative soft capital needs once such standards have been met.

The enclosed Capital Determination Chart (Chart) uses a series of questions, the related capital and non-capital lists, and specifically defined terms to determine whether an item may be paid from the UCO or

SCA Funds. As statute allows certain supply items to be paid from the UCO and SCA Funds, it is necessary to follow the decision steps in the Chart to identify the appropriate fund to use.

The first step in the Capital Determination Chart is to review the Capital Supplies List. All items included in this list must also meet one of the category definitions shown on the list to be paid from the UCO Fund. If an item is not on the list, but meets a category definition, it may also be paid from the UCO Fund. Library books, textbooks, and instructional aids may also be paid from the SCA Fund. If an item is not on the Capital Supplies List and does not meet the definition of a *Construction Material, Library Book, Textbook,* or *Instructional Aid,* the Other Capital List should be reviewed. The Other Capital List includes non-supply items that are appropriately paid from the UCO Fund. Any of these items that meet the requirements of A.R.S. §15-962(D) may also be paid from the SCA Fund.

If the item is not included on the Other Capital List, the Non-Capital List should be reviewed. Items on the Non-Capital List cannot be paid from the UCO Fund unless the item is used as a construction material or instructional aid. Similarly, an item on the Non-Capital List cannot be paid from the SCA Fund unless the item is used as an instructional aid. Therefore, it is important to determine that the item does not meet the definition of *Construction Material* or *Instructional Aid* before using the Non-Capital List.

If an item is not included on any of the lists, it must meet all three capital criteria on the Capital Determination Chart (useful life of at least 1 year, repair vs. replace, and independent unit) to be paid from the UCO or SCA Funds. If an item is considered to have a useful life of at least 1 year, and would likely be repaired rather than replaced if damaged or worn, refer to the definitions of *Independent Unit* and *Component Unit* shown on the Capital Determination Chart to make the final determination.
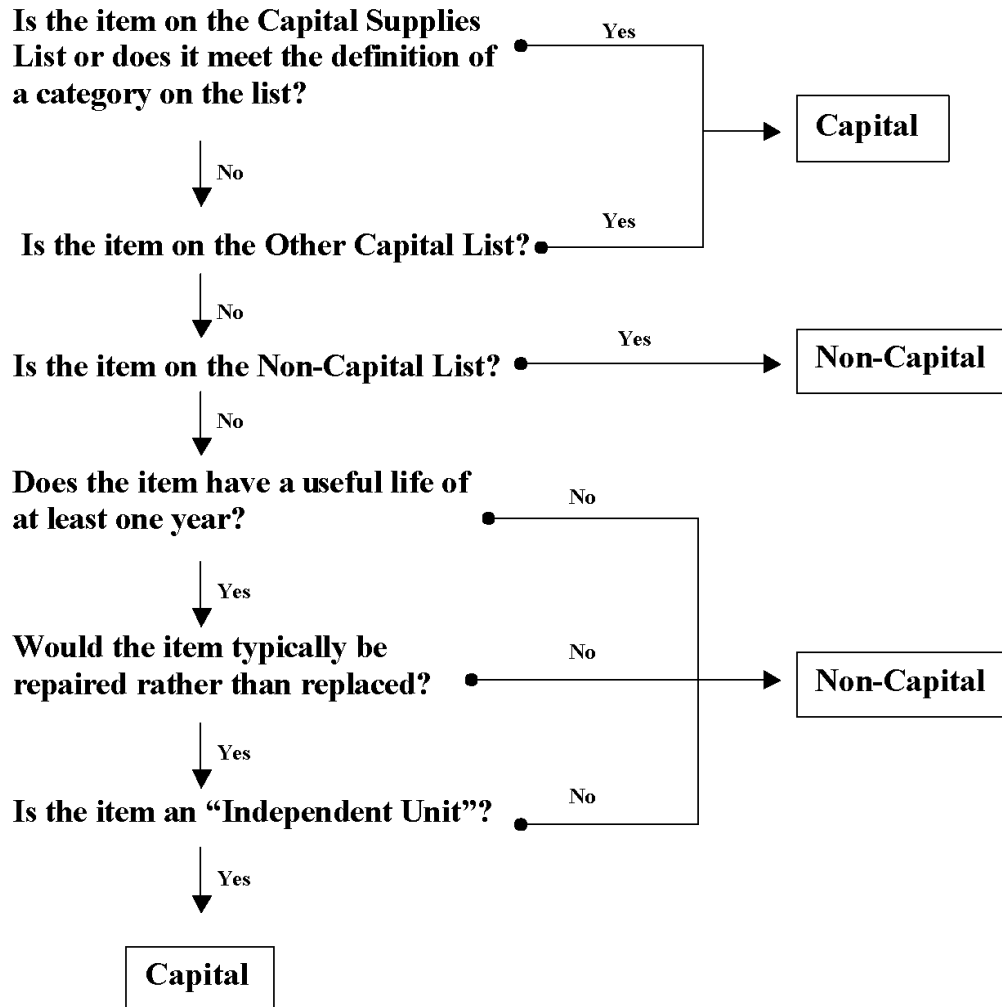
In addition to the capital determination tools referenced in the preceding paragraphs, a list of example journal entries has been included with this Memorandum for further guidance. The examples include the determining factor for each item as well as guidance on coding beyond the fund level.

If you have any questions or need assistance, please call the Office of the Auditor General, Accounting Services Division at (602) 553-0333, or the Arizona Department of Education, School Finance Operations Unit at (602) 542-5695.

MDH/SWT/lm

Enclosures

CAPITAL DETERMINATION CHART

Is the item on the Capital Supplies List or does it meet the definition of a category on the list? — Yes →

↓ No

Is the item on the Other Capital List? — Yes →

→ **Capital**

↓ No

Is the item on the Non-Capital List? — Yes → **Non-Capital**

↓ No

Does the item have a useful life of at least one year? — No →

↓ Yes

Would the item typically be repaired rather than replaced? — No → **Non-Capital**

↓ Yes

Is the item an "Independent Unit"? — No →

↓ Yes

Capital

DEFINITIONS

Independent Unit—An item that retains its original shape, appearance, and character with use and does not lose its identity through fabrication or incorporation into a different or more complex unit or substance.

Component Unit—A part of an independent unit. Also a part of a fixture or land improvement. Cannot be paid from the UCO or SCA Funds unless specifically listed on one of the capital lists.

Capital Supplies List
(Object Code 66XX)

Construction Materials[1] (6610)	Instructional Aids[2] (6643)
▪ Concrete	▪ Alphabet blocks
▪ Carpet	▪ Auto parts for shop class
▪ Electrical switches	▪ Balls, hockey pucks, shot puts
▪ Electrical outlets	▪ Calculators for students
▪ Insulation	▪ Cassettes[3] and CDs[3]
▪ Joint compound	▪ Drama scripts/plays
▪ Lumber	▪ Globes
▪ Molding	▪ Instructional games
▪ Nails/Screws	▪ Maps
▪ Roofing materials	▪ Math manipulatives
▪ Sheet rock	▪ Musical instruments
▪ Spackling	▪ Readers[3]
▪ Tile	▪ Sheet music
▪ Wiring	▪ Software (Instructional)[3]
Library Books[2] (6641)	▪ Textbooks[3]
Textbooks[2] (6642)	▪ Workbooks[3]

1. These items are only capital if they are Construction Materials (see definitions).
2. See Definitions.
3. If adopted by Governing Board as part of the basic instructional program, code to Object Code 6642—Textbooks.

CATEGORY DEFINITIONS

Construction Materials—Supplies used in original construction or renovation (i.e., the substantial alteration of square footage, floor plan, or purpose of a building or portion of a building) of a building or land improvement.

Library Books—Resource materials maintained in a library or classroom, such as videos, film strips, software, newspapers, magazines, books, and cassettes.

Textbooks—Materials **adopted** by the Governing Board, such as books, software, videos, film strips, kits (i.e., whole kits or materials to create kits), and sheet music that function as the basic instructional program.

Instructional Aids—Items used to supplement a district's educational program including athletics, such as workbooks, films, kits, calculators, and instructional computer software. General supplies of a consumable nature (e.g., lasting less than 1 year), such as pens, pencils, crayons, and clay, are not considered instructional aids and should not be paid from capital funds. Paper used in the mass production of educational materials, such as workbooks, is considered an instructional aid. However, paper used in the day-to-day production of handouts or lesson materials is not an instructional aid.

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Other Capital List

Land, Buildings, and Related Improvements

Land	Land Improvements (Concl'd)
Buildings - Portables - Sheds - Warehouses **Land Improvements** - Bleachers (Outdoor) - Bridges - Dugouts - Fencing - Goal posts (Permanent)	- Landscaping - Lighting (Outdoor) - Parking lots - Playground equipment - Propane tanks - Ramadas - Roads - Sewers - Sidewalks - Sprinkler systems - Towers

Equipment (Object Code 673X)

Athletic Equipment	Furniture/Furnishings	Other Equipment (Concl'd)
- Bats - Blocking sleds - Dummies - Exercise machines - Goal posts (Movable) - Helmets/Pads - Hurdles - Mats - Nets (Tennis/Volleyball) - Rackets - Weights **Component Units** - A/C compressors - Automotive engines **Fixtures** - HVAC units - Bleachers (Indoor) - Ceiling fans - Chalkboards - Drinking fountains - Hot water heaters - Light fixtures - Sinks - Speakers (Built-in) - Toilets - Wall mirrors - Whiteboards	- Bookcases - Chairs - Desks - Filing cabinets - Large area rugs - Tables **Other Equipment** - Auto diagnostic machines - Bar code scanners - Battery chargers - Cameras (Non-disposable) - Cash registers - Camcorders - Chalk line dispensers - Copiers - Computer CPUs - Computer monitors - Dishwashers - Dryers - Fax machines - Floor jacks - Key cutters - Kilns - Laminators - Lawnmowers - Laser disk players	- Leaf blowers - Microwaves - Ovens - Overhead projectors - Paint sprayers - Power tools - Printers - Refrigerators - Satellite dishes - Scanners - Sewing machines - Software (Non-instructional) - Telephones - Typewriters - TVs - Vacuums - VCRs - Washers - Welders **Vehicles (Pupil and Non)** - Busses - Cars - Trucks - Vans

Other Capital Projects

- Asbestos removal - Recarpeting - Removal of a capital asset	- Repaving a parking lot - Reroofing an entire building

Non-Capital List
(Object Code 6610)

Automotive parts
- Alternators[4]
- Antifreeze
- Batteries
- Bulbs
- Carburetors[4]
- Fan belts
- Filters
- Fuel pumps[4]
- Fuses
- Oil
- Spark plugs
- Timing belts[4]
- Tires[4]
- Transmission fluid
- Transmissions[4]

Athletic supplies
- Tape
- Whistles
- Wraps

Office supplies
- Binders
- File folders
- Ink cartridges
- Labels
- Markers
- Organizers
- Pencils
- Pens
- Paper
- Paperclips
- Scissors

Office supplies (Concl'd)
- Staples
- Tape
- Toner

Janitorial/Maintenance
- Brooms
- Buckets
- Cleaning solutions
- Cords/Cables
- Drill bits
- Light bulbs
- Locks[4]
- Miter boxes
- Mops
- Paint[4]
- Paper products
- Plumbing parts[4]
- Soap
- Toilet seats
- Towels

Food service supplies
- Aprons
- Bowls
- Cups
- Detergent
- Food trays
- Paper products
- Plates
- Pots and pans[4]
- Utensils

Miscellaneous supplies
- Flags

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4. Code to Capital if item meets the definition of a "Construction Material" or an "Instructional Aid."

CODING EXAMPLES

The following examples apply the coding guidance outlined in the Memorandum and provide guidance on coding beyond the fund level. The following items/services may also be purchased from a special revenue fund, when appropriate.

1. The District repaved its parking lot. **Determining Factor: Repaving a parking lot is included on the Other Capital List as an Other Capital Project.** (However, patching or resealing a parking lot is considered a repair and would not meet the capital criteria.)

   If district purchased the service: 610-100-4000-6450 Construction Services

   If performed by district personnel: 610-100-4000-6150 Classified Salaries
   610-100-4000-6610 General Supplies

2. The District repainted a building. **Determining factor: Paint is included on the Non-Capital List as a Janitorial/Maintenance supply.**

   If district purchased the service: 001-100-2620-6430 Repair and Maintenance Services

   If performed by district personnel: 001-100-2620-6150 Classified Salaries
   001-100-2620-6610 General Supplies

Note: The following examples assume the District purchased the services described. If District personnel perform the services instead, entries similar to those described in examples 1 and 2 above would be made.

3. The District replaced the transmission in a food service vehicle. **Determining factor: Transmissions are included on the Non-Capital List as automotive parts.**

   001-100-2650-6430 Repair and Maintenance Services

4. The District purchased a couch for the nurse's office. **Determining factors: Couches are not on the Capital or Non-Capital Lists. However, it meets the three capital determination criteria.**

   610-100-2130-6730 Equipment

5. The District replaced a section of roof on the gymnasium that was damaged during a storm. **Determining factor: Roofing materials do not meet the definition of construction materials if they are used for repairs**. (Reroofing an entire building would be capital. See Other Capital List, Other Capital Projects.)

   001-100-2620-6430 Repair and Maintenance Services

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